

USING PICTURE SERIES TO IMPROVE THE WRITING SKILLS
OF GRADE VIII A STUDENTS OF SMP NEGERI 1 SEWON
IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
a Sarjana Pendidikan Degree in English Language Education



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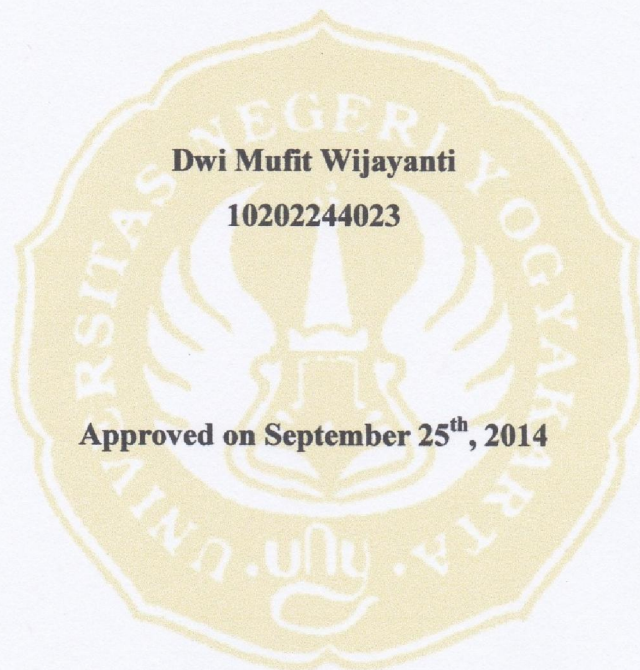
ENGLISH EDUCATION DEPARTMENT
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APPROVAL SHEET

**USING PICTURE SERIES TO IMPROVE THE WRITING SKILLS
OF GRADE VIII A STUDENTS OF SMP NEGERI 1 SEWON
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis



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RATIFICATION SHEET

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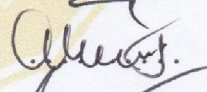
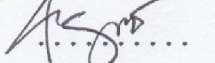
A THESIS

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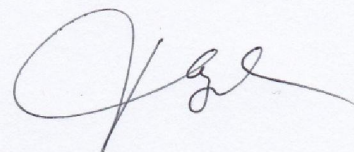
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 2014

Penulis,



Dwi Mufit Wijayanti

DEDICATIONS

I dedicate this thesis to my sweet and loving:

- mother "Warsih" and father "Mochammad Diharjo Sakiman"

Thanks for the endless love, encouragement, and prayers of night and day making me able to get such success and honor..

- sister "Erni Wijayanti, S. Pd." and brothers "Joko Suprianto, S. S. and Panji Askha Wijaya"

Thanks for the motivation.

MOTTOS

"Whatever you have will end, but what Allah has is lasting. And We will surely give those who were patient their reward according to the best of what they used to do".

(An Nahl 16: 96)

"Happiness is when what you think, what you say, and what you do are in harmony."

(Mahatma Gandhi)

"I would rather walk with a friend in the dark, than alone in the light."

(Helen Keller)

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I hope that this thesis would be useful for the readers. However, I realise that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of thesis are greatly appreciated.

Yogyakarta, September 2014

The writer

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ABSTRACT

The objective of this research was to improve the writing skills of Grade VIII A students of SMP Negeri 1 Sewon in the academic year of 2013/2014 by using picture series.

This study was action research that was conducted in two cycles. There were three meetings in the first cycle and two meetings in the second one. The subjects of the research were 27 students of Grade VIII A of SMP Negeri 1 Sewon. The data were qualitative and quantitative. The qualitative data were in the form of field notes, interview transcripts, and photos. The quantitative data were the students' writing scores. The qualitative data were obtained from the observation and interviews with the teacher and the students. Meanwhile, the quantitative data were obtained by conducting a pre-test before the actions and a post-test after the actions. This research implemented five criteria of validity, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Besides, to enhance the trustworthiness of the data, the researcher used triangulation, namely time triangulation, investigator triangulation, and theoretical triangulation. The actions implemented in this research were providing picture series, providing group work activities, giving more examples of writing products, correcting the students' writing products, asking the students to bring dictionaries in every meeting, and playing games.

The results of this research showed that the use of picture series was able to improve the students' writing skills in the four aspects of writing namely content, organization, vocabulary, and mechanics. The mean scores of each aspect increased from the pre-test to the post-test. The content aspect improved from 17.08 to 24.08, the organisation aspect improved from 12.09 to 20.54, the vocabulary aspect improved from 12.26 to 20.67, and the mechanics aspect improved from 13.93 to 18.34. Furthermore, the students were also actively involved in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the problem

English is one of the subjects that have to be mastered by the students in certain education levels in Indonesia. There are four major skills of English that have to be mastered: listening, speaking, reading, and writing. Compared to other skills, writing is considered as the most difficult skills because there are many aspects to be considered such as content, organisation, grammar, and mechanics.

However, the students have to master writing skills because it is undeniable that writing is very familiar in daily life. Everyday people get written information in news papers, written announcements, letters, e-mail, and many more. It is supported by Weigle (2000) who says that the ability to write is very important for the academic context, business, and personal relation in the global community. Because of those reasons, it can be concluded that writing has very important role in daily life to be able to communicate with others. On the other hand, for students, having a high ability in writing can contribute to high English achievement. It is in accordance with the goal of English teaching and learning in Indonesia which is to make students be able to communicate in spoken and written form.

It is very clear that writing is very important but in fact the teaching and learning of writing is not successful yet. The students' writing ability is also low. The students still find difficulties in expressing ideas in the written form. Next, they have problems related to organisation, vocabulary, grammar, and mechanics.

Based on the data obtained in the observation in the English teaching and learning process conducted at SMP Negeri 1 Sewon and the interview with the students and the teacher, the researcher found some problems that were similar to the problems above. It could be seen that the students made many mistakes in the writing performance. Most of them had difficulties in expressing their ideas in a good paragraph. They still made mistakes and errors in terms of content, vocabulary, grammar, and punctuation. In terms of content, the students had difficulties in writing a text because they did not have a lot of ideas. As the result, when they were asked to write a text, they just simply copy a text from the Internet. Moreover, the students' vocabulary mastery was also low. It made them find difficulty in developing their ideas in writing. The last, grammar mastery was another problem faced by the students in writing. Some of them made mistakes in translating word by word based on the dictionary without considering the grammar and context.

It is true that writing is considered as the most difficult skill to master but there are some efforts that can be done to overcome this problem. Here, the researcher offered an action to solve the students' problems in writing. She used picture series that was chosen as one of the effective efforts used to deal with the students' writing difficulties in the teaching and learning process of writing. Picture series was recommended because it has many benefits in the teaching and learning process of writing. The first advantage of using picture series is that it will make the students interested and stimulated in participating in the process of teaching and learning writing. Another benefit is that the picture series will

stimulate them to develop and to use their imagination so that they will be able to write well. It will also help them express their ideas into readable writing work.

B. Identification of the Problems

To identify the problems, the researcher did observation in the teaching and learning process of writing in Grade VIII A of SMP Negeri 1 Sewon. After doing the observation, the researcher gained information about sources of the problem related to the teaching and learning process of writing in the classroom. The sources of the problem found in the classroom that contributed to the students' low performance in writing were classified into three categories. They were the teacher, the students, and the media.

The first problem was related to the students. They had difficulties in terms of word choices, mechanics aspects, text organisation, vocabulary mastery, and generating ideas. Based on the interview with the students, they often felt hard to decide what they should write and how to develop their ideas. Moreover, they often needed a lot of time to generate their ideas. Therefore, the contents of their writing were poor. Furthermore, they thought that making a good paragraph was very difficult. They often wrote a text or paragraph that was not cohesive and lack of logical development and sequencing. They also had low vocabulary. They often made many errors and mistakes in choosing the appropriate vocabulary. Sometimes, they wrote the meaning of certain words they found in the dictionary without considering the context. Moreover, some of them had a little attention to the correct spelling, capitalization, and punctuation.

The second problem was related to the teacher. The teacher has the important role in the teaching and learning process. However, based on the observation and interview with the teacher and the students, the researcher found problems related to the teacher. She seemed not to give a very clear instruction to make a well-organized paragraph. Moreover, in the teaching and learning process, mistakes are a part of the learning process but the teacher did not pay a lot of attention to these. The mistakes and errors that the students made were rarely discussed in the classroom.

The last problem was related to the media. In the teaching and learning process, the teacher rarely used interesting media to help the students write a good writing. Moreover, the researcher found that when the students had to write their own writing, the teacher did not give any clues to help the student write step by step. Because the student was at Grade VIII, they often found many difficulties in writing a paragraph or a text without any clues. As the result, there were a lot of errors that could be found in the students' writing.

By considering those problems, the researcher intended to use picture series to overcome the problems. By using picture series, the students would feel easier to create a well-organized paragraph or text. Moreover, the picture series also could make the students interested and stimulated in participating in the process of teaching and learning writing. Added to that, it can help the students express the ideas into readable writing products.

C. Limitation of the Problems

After having discussions with the teacher and the collaborator, the researcher focused on the problems related to how to improve the students' writing skills. The researcher proposed using picture series as the media to help the students improve their writing due to the advantages of picture series that can overcome the problems stated before.

By using the picture series, the students would feel easier to create a well-organized paragraph or text. Picture series also could make the students interested and stimulated in participating in the process of teaching and learning writing. Added to that, it can help the students express their ideas into readable writing products

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that has been mentioned in the identification of the problems and based on the focus of the study, the problem was formulated as follows: how can the writing skills of Grade VIII A students of SMP Negeri 1 Sewon in the academic year of 2013/2014 be improved through the use of picture series?

E. The Objective of the Research

Corresponding to the formulation of the problem, the research objective was aimed at improving the students' writing skills by using picture series for Grade VIII A students of SMP Negeri 1 Sewon.

F. Significance of the Study

This study was expected to be beneficial to:

1. The English teachers in SMP Negeri 1 Sewon; the findings of this study hopefully can be valuable source of information to improve the quality of English teaching and learning process.
2. The other teachers in SMP Negeri 1 Sewon; the findings of this study hopefully become one of useful references used to improve the students' learning achievement.
3. The other English teachers; the findings of this study can be references for them in solving their problem on how to improve their students' writing skills.
4. The English education department students of Yogyakarta State University; the findings of this study hopefully become one of the considerable reading materials either to enrich their references in writing their thesis or to improve their knowledge in the English teaching and learning process.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

As stated in the previous section, the aim of this research study is to improve students' writing skills. Therefore, the discussion in this chapter focuses on the review related to the theories underlying. The study of the theory of writing, teaching writing, media, and picture series is highlighted in this chapter.

1. Writing

a. The Nature of Writing

Writing is one of the important skills to develop. Weigle (2000) says that the ability to write is very important for the academic context, business, and personal relation in the global community. In the academic context, people often write academic essay and some texts stated in the curriculum. Moreover, people often send email to across nation composing business reports. The last, for personal relation in the global community, people commonly send letters or messages to others.

Moreover, Nunan (2003) states that writing is viewed as a means of communication which is commonly used to express and impress. It means that when writers compose writing work, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audience.

That is why, writers need to have ability to communicate and express the ideas in certain ways depending on the level of complexity.

According to Brown (2001), writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organise them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, some stages of the text composition proposed by Brown involve the act of physical and mental, for example how to generate ideas and how to organise them coherently.

As one of the productive skills, writing involves producing language rather than receiving it. It involves communicating a message (something to say) by making a sign on a page. In addition, making a good piece of writing means that it requires the ability to write grammatically correct sentence, and organise them logically into paragraphs and essays (Oshima & Hogue, 1999).

There are also other two important aspects in order to make good writing. McCharthy states that there are two important aspects in writing which are cohesion and coherence (2000). Cohesion is the surface link between the clauses and the sentences of a text, while coherence is the filling that the elements of a text are bound together, that it makes sense and not only a group of sentences. Those two aspects eventually determine the quality of the structure and the flow of ideas of a written product.

On way to produce a written text, Brown and Hood state that some people do not have the necessary knowledge and experience of language that writing demands (1989). Furthermore, Grenville (2001) adds that it becomes hard when they should think about grabbing the first interesting sentence, are blank about what to write, and find that writing is to find interesting stuff to write.

The writing process itself involves several steps. The writing process is stage that the writer goes through in order to produce something in his final written form (Harmer, 2004). Furthermore, Harmer argues that there are four steps in writing process. They are planning, drafting, editing, and final draft. Besides the writing process recursive and cyclical, which means that a writer may go to some steps repeatedly until the final draft is produced.

In conclusion, writing is considered as the most important skills. In daily life, people often communicate with other by using written language. However, to be able to communicate with the reader, the people have to have good writing. There are two important aspects of writing should be considered namely cohesion and coherence.

b. Types of writing performance

According to Brown (2004), there are four categories of writing performance.

1) Imitative

At the very beginning of learning to write, the learners must have basic task of writing letter, words, and very brief sentences. The learners are simply

asked to imitate certain simple texts or sentences. At this stage, the context and meaning of the products are not really important.

2) Intensive

At this stage, the learners are expected to be able to apply proper using appropriate vocabulary within a context, collocations and idioms, and correct grammatical features.

3) Responsive

The responsive writing concerns the way how the learners are able to write in how the sentences and paragraphs can be composed in appropriate ways. Certain guidelines and criteria can be applied when this writing performance type is implemented in pedagogical directives.

4) Extensive

Writers are not bounded by certain rules and criteria when they are dealing with this type of writing performance. Otherwise, it provides them with freedom to manage their writing work. The focus is that whether the writers can achieve their writing purposes and arrange the ideas logically or not. Meanwhile, the grammatical form is not really concerned, but only in a limited amount.

c. Micro- and Macro-skills of Writing

Micro- and macro-skills of writing are stated as follows (Brown, 2001: 343):

Micro-skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing an efficient rate of speed to suit the purpose.

- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Micro-skills

- 7) Use of rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing in fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. The Process of Writing

There are four steps of writing according to Richards and Renandya (2002).

There are planning, drafting, revising, and editing.

1) Planning

In this stage, the writers encourage and stimulate to generate ideas.

Brainstorming can be one of the activities that can be done in stimulating to generate ideas.

2) Drafting

The writers focus on the content and the meaning of the writing product.

However, the accuracy is not given much attention.

3) Revising

The writers review and reexamine the writing product. They revise the errors and mistakes that expected to improve the content and organization of the text so the reader will feel easier to understand the writing.

4) Editing

This is the last step to the writer to prepare the final product.

Meanwhile, Langan (2008: 5) proposes four stages in writing process:

- 1) discover a clearly stated point, or thesis
- 2) provide logical, detailed support for our thesis
- 3) organise and connect our supporting material
- 4) revise and edit so that your sentences are effective and error-free

Furthermore, Oshima and Hogue have the same steps in writing (1999).

There are four steps, namely prewriting, planning, writing and revising drafts, and writing the final copy.

To sum up, the researcher concluded that there are several steps in writing. In the planning stage, the writers begin to brainstorm to generate the ideas. The second step is creating draft. The writers compose the first draft. The last, the writer review and revise the writing products.

2. Teaching Writing

a. Approach in Teaching Writing

Brown (2007) states that teaching is the process of facilitating learning and enabling students to learn and to see the condition for learning. He adds that teaching is showing or helping the students how to do something, giving

instructions, guiding in the study of something, providing the students with knowledge, and causing learners to know and to understand.

According to Westwood (2008), there are two main approaches to learn writing; a skills-based approach and a process approach. The skills-based approach involves a fairly structure program in which the skills and concepts are taught by the teacher directly. On the other hand, the process approach gives an opportunity to the students to be independent learners, it is also called student-centred approach (Graves, 1983).

However, according to Harmer, the teaching of writing only focused on the product writing not the process for many years. The students were directed to what rather than to how they produce a text (2004). Still according to Harmer (2004), there are number of strategies for teachers to consider. They are the way to get the students to plan, the way to encourage them to draft, the way to reflect and revise, and the way to respond to the students' writing.

3. Principles of Teaching Writing

A teacher has to develop some techniques to guide the students in doing step of writing. There are some principles of designing writing techniques according Brown (2001:346-356):

- a. Incorporate practice of “good” writers.
- b. Balance process and product.
- c. Account for cultural/literary background.
- d. Connect reading and writing.
- e. Provides as much authentic writing as possible.
- f. Frame techniques in terms of prewriting, drafting, and revising stages.

4. Teaching Writing in Junior High Schools

Based on Standard of Competence and Basic Competence of curriculum, English is a means to communicate in the spoken and written form. The ability to communicate is the capability to produce oral and written texts in four skills that are listening, speaking, reading, and writing.

English learning in junior high school is targeted to make the students achieve the functional level which is to communicate in verbal or written form to solve their daily problems. These are the purposes of learning English in junior high school according to Depdiknas (2006):

- a. Developing the communicative competence in the form of oral and written texts to achieve the functional literacy level.
- b. Having senses of the important of English to increase the notion competitive ability in the global society.
- c. Developing the students' understanding about the relationship between language and culture.

This research focused on teaching writing based on the standard competence in the curriculum Grade VIII presented as follows.

Table 1: The Standard of Competence and Basic Competence in Writing for Grade VIII

Standard of Competence	Basic Competence
6. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surroundings.	6.1. Expressing meaning in functional written texts and essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings.

(Continued)

(Continued)

	6.2. Expressing meaning and rhetorical context steps in
12. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surrounding.	12.1. Expressing meaning in functional written texts and essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings.
	12.2. Expressing meaning and rhetorical context steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings on genres of recount and narrative.

5. The Roles of Teacher in Teaching Writing

a. Motivator

A teacher should give motivation to the student, create a good atmosphere class to help the students in generating ideas, persuade the students of the usefulness of the activities, and encourage them to make as much effort as possible for maximum benefit.

b. Resource

A teacher should be ready to supply information and language where necessary especially during more extended writing tasks. She/he needs to give advice and suggestions in a constructive and tactful way.

c. Feedback provider

A teacher should give positive feedback on students' writing. When giving correction, she/he should choose what and how much to focus on based on what the students need.

6. The Role of Media in Language Teaching and Learning Process

Media are important in facilitating English learning. In educational field, media support the learners to learn. The use of media can create a good atmosphere in the teaching and learning process. By using media, teachers and students are helped to achieve the goal of teaching.

Moreover, media are a means of communication and a source of information that can be in various forms. They can be in the forms of video/audio recordings, television, diagrams, printed materials, real objects, computer programs, and instructors. All of them are categorized as instructional media because they provide messages with an instructional purpose that is to facilitate communication in the learning process. Smaldino et al (2005) mentions six media used in learning and instruction. They are explained as follows:

- a. Media are alphanumeric characters that are displayed in various types of formats. These can be in the forms of a book, a poster, a chalk board, and a computer screen.
- b. Next are audio. Audio refers to the learning media that covers everything that can be heard. It can be in the form of a person's voice, music, mechanical sounds, and noise.
- c. The third type of media is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on a chalkboard, a photograph or picture, a graphics in book, and a cartoon.

- d. Next media is motion media. They are media that show motion including video-tape, and animations.
- e. Manipulative media are three dimensional media and can be touched and handled by the students.
- f. The last type of media are people. The media includes teachers, students, or subject-matter experts.

Byrne in Ratnasari (2010) states that visual media has great potential as a teaching aid to develop writing skills and can provide both context and stimulation for a variety of activities. This media also can develop the different language skills such as listening, speaking, reading, and writing. Moreover, the use of visualization can get the students inverted and awakened their thought to be more creative thinker. This can create natural situation and active teaching and learning for the use of language as a means of communication.

There are several considerations in selecting the appropriate media used in the teaching and learning process. Mc Alpine and Weston (1994) in Smaldino et al (2005:57) mention a list of questions that must be considered by teachers in selecting the media. They are written as follows:

- a. Does it match the curriculum?
- b. Is it accurate and current?
- c. Does it contain clear and concise language?
- d. Will it motivate and maintain interest?
- e. Does it provide for learners participants?
- f. Is it of good technical quality?
- g. Is there any evidence of its effectiveness (previous research study)?
- h. Is it free from objectiveness and bias?
- i. Is a user guide or other documentations included?

To sum up, there are various media that can make the instruction more realistic and engaging. One of the visual media commonly used in the teaching and learning process is pictures. Smaldino et al (2005) states that pictures are photographic representations of people, places, and things in the form of two dimensional that sometimes in the form of sequential pictures (in series).

7. Picture Series

As stated before, a picture is an illustration that can be used as two dimensional representation of a person, a place, or a thing. It can be said that a picture can be a medium that can show people, places, and things that are far.

One of the types of pictures used in English teaching and learning process is picture series. However, picture series is a sequence of pictures of a single object that is aimed to tell a story and also a sequence of event.

Harmer proposes pictures as very useful ways to prompt students into writing stories. Moreover, picture series can eagerness to start writing and develop their ideas (2007). There are three considerations in choosing and using pictures as media in teaching and learning process.

- a. The pictures have to be appropriate not only for the purpose in hand but also for the classes they are being used. If they are too childish, the students may not like them, and if they are culturally inappropriate they can offend people.
- b. The pictures should be visible. They have to be big enough so that the students can see the details of the pictures.
- c. The pictures should be durable.

Furthermore, according to Wright (1992), there are criteria using picture as media: 1) they should be easy to prepare, 2) they should be easy to organise in the classroom, 3) they should be interesting, 4) the activities have to be meaningful and authentic, and 5) the activities should give rise to a sufficient amount of language. Wright (1992) argues that a picture contributes to increase the students' interest and motivation, make the students have sense of the context of the language and a picture can be a specific reference point or stimulus to the students.

To support the previous ideas on the roles of picture series in the teaching and learning process, Harmer (2007) states that there are various numbers of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students a sequence of pictures as the writing task incites them to be creative writers. The students will explain their understanding of pieces of art, revealing details about their literacy processes and strategies. The same kinds of revelations by using series pictures, likely on a more advanced level, are revealed in this lesson, where students explore background actions and others related to the art they study. All students can find success "where they are" through this exploration of culture, vocabulary, voice, and characterization in the specific context of the inspiration artwork. Because of the open-ended nature of this lesson, it is particularly appropriate for multi-leveled classrooms and classrooms with special-needs students and English Language Learners.

The picture series is recommended for it has many benefits in the writing learning process. The first benefit of using picture series is that it makes the students interested in writing English because picture series is one of the visual teaching media (Smaldino et al 2005). Another benefit is picture series stimulates the students to develop and use their imagination so that they are able to write well. Then, it also helps students expressing their ideas they have more readable. The last benefit is that picture series improves the students' motivation in writing. In this research study, the picture series is used as the main media to improve the students' writing skills. In implementing picture series in the research, there are processes that need to be done by the researcher and other members of the research. They are designing the lesson plan for the teaching and learning, designing the teaching techniques used to implement the picture series, then selecting the appropriate and suitable picture series to be used in the writing activity.

B. Related Studies

Similar to the effort to improve the students' writing skills, there are many researchers conducting studies on picture series. They found that picture series were considered as an effective media in English teaching and learning process.

Sa'diyah (2010) conducted action research with the purpose of improving the students' ability in writing a descriptive text trough the use of a picture series-aided learning strategy. The research was conducted in Grade X.2 of SMA Negeri Kambangbahu, Lamongan, Indonesia with 28 students as the participants. The

results of the research show that most of the students had a positive attitude toward the use of picture series to learn descriptive text and the improvement of the students' writing ability.

Yusnita, Sada, and Novita (2012) conducted action research with the purpose of improving the students' recount text writing by using picture series. The research was conducted in two cycles with 40 Grade X students as the participants. The picture series was given to the students to help them to write recount texts. The result of the research has shown that the students had good progress in writing recount text. The students' writing scores improved from Cycle 1 to Cycle 2. Picture series could be the clues for the students in writing recount text. Furthermore, the students' vocabulary mastery improved by guessing the activities in the pictures.

Nurjanah (2012) conducted action research with 32 participants. The research was aimed at improving the writing skills of the first grade students of SMA N 1 PRAMBANAN by using picture series. The research was conducted in two cycles. The results of the research show that picture series was effective to improve the students' writing skills. The students' writing problems in the aspects of content, vocabulary, language use and organisation can be reduced by implementing picture series in the teaching and learning process of writing. Implementing picture series was also effective to improve the students' motivation in the writing process. Moreover, the students' skills in four aspects of writing improved after picture series were implemented.

These research findings indicate that picture series has many advantages in language teaching and learning process. By using picture series, the students' attitudes toward English improved. Picture series also helped the students to write texts. Therefore, the students writing skills improved. Hence, the researcher believed that picture series was the right media to overcome the problems.

C. Conceptual Framework

The students' ability in writing in SMP N 1 Sewon was still low. As stated earlier, there were some problems which could make the students get difficulty in writing. One of the problems was that the teacher did not give clear guidelines for students to construct sentences coherently and grammatically. As a result, they could not produce a coherent and understandable text. They also cannot develop their ideas. Besides, the teacher only focused on the product of writing not the process. The teacher also did not provide interesting media to help the students understand the materials.

As stated above, media are the important thing in the process of teaching and learning. Media can help the students who have the lack of experiences to be able to connect the students out of the environment and can improve their motivation. Visual media are more preferable because most people learn more by their sight than other sensory perception. A picture is one of the visual which can help the students learn English. Furthermore, a picture contributes to increase the students' interest and motivation, which make the students have the sense of the context of language.

With those reasons, the researcher thought that picture series were the best media to help the students write because it has many benefits in the teaching and learning process. The first, the picture series can help the students retell their experience in a good sequence. Secondly, picture series can stimulate the students' idea and develop their ideas in chronological order. Third, by using picture series, the students are engaged in the writing process. Picture series-based activities can also improve the students' skill such as organisation, content, vocabulary, and language use.

CHAPTER III RESEARCH METHODS

A. Type of the Research

According to Burns (2010), this research was categorized into action research because it was a self-reflective, a critical, and a systematic approach that was done by the researcher to identify a problematic situation as a way of improvement and changes in educational practice.

B. Setting of the Research

The research was conducted in SMP N 1 Sewon which was located at Jalan Parangtritis km 7, Yogyakarta. The school consisted of twenty four classes divided into eight classes for each grade. In the school, there were some facilities to support curricular and extracurricular programs. There were a language laboratory, a library, and a computer laboratory which were frequently used to support the English learning and teaching process.

Class VIII A had some facilities to support the teaching and learning process such as a white board, a wall magazine, 20 tables, 28 chairs, an attendance board, schedules, and two fans.

The research study was conducted in the second semester of the academic year of 2013/2014. The observation was done on November 18th, 2013. Then, the actions were conducted from January 23rd to March 7th, 2014.

C. Subject of the Research

The data were taken from the Grade VIII A students of SMP N 1 Sewon. The researcher used only a group of Grade VIII students because the action research only needs a group of participants. In this research, there were 27 students as participants. They were 17 females and 10 males. They were about 13 years old. They had been learning English as a foreign language.

D. Object of the Research

The object of the research was the writing skills of Grade VIII A students of SMP Negeri 1 Sewon in the academic year of 2013/2014.

E. Data Collection

There were two types of the data in this research. There were qualitative and quantitative data. The qualitative data were in the form of interview transcripts, observation checklists, and photographs. However, the quantitative data were the students' writing scores.

In collecting data, the researcher used several instruments. There were observation checklists, interview guidelines, field notes, writing tasks, a recorder and a camera.

1. Observation checklists

The first instrument was observation checklists. The researcher gave the observation checklists to the teacher and the collaborator. The observation checklists were used during the teaching and learning process to observe the

students and the teaching and learning process. They contained the data related to the students' behavior and motivation. In this stage, there was an observation whether the students enjoyed the process by using picture series activities or not.

2. Interview guidelines

Next, the interview guidelines contained some questions related to the data that the researcher wanted to get. This instrument was used when the researcher conducted the interview with both the teacher and the students. The answers of the questions were stated in the interview transcripts. They covered any information related to the English teaching and learning at SMP N 1 Sewon. At the end, the information in the interview transcripts were used to build up some conclusions whether the picture series activities could improve the writing ability or not.

3. Writing tasks

To get the students' writing scores, the researcher provided some writing tasks in the form of the pre-test and post-test that showed the students' score. The students writing scores then were compared to conclude whether the actions were successful or not in improving the students' writing skills.

4. A recorder

The researcher used a recorder every time she conducted interview with the students and the teacher. After that, she transformed the recordings into transcripts.

5. A camera

The researcher used a camera to capture important moments during the teaching and learning process. The pictures could also be the evidence of the research.

F. Data Analysis

To gain the data, the researcher analysed the interview transcripts and field notes on based qualitative data analysis as proposed by Miles and Huberman (1994). There were several steps in analysing the data namely data reduction, data display, and conclusion (drawing and verifying). First, the data were collected from the interviews, and observations. This step was called data collection. Next, the data reduction was the process of selecting, focusing, and simplifying, abstracting, and transforming the data in field notes, observation checklists, and interview transcripts. Then, the data were organized and compressed in a process which is called as data display. Here, the researcher would note for regularities, patterns, and explanations, structures and proposition throughout the data. After doing those steps, she came to the next step which was conclusion drawing and verification. Therefore, she was able to interpret the result of the interview, observations, and field notes.

Meanwhile, the students' writing was scored by using the analytical scoring rubric adapted from Jacob et al.. There were four aspects of writing that were assessed namely content, organisation, vocabulary, and mechanics. There were two raters that assessed the students writing which were the researcher and the collaborator. After getting the students' scores, the researcher inputted the data into Ms. Excel program to get the mean scores of each aspect. After that, the researcher compared the mean scores taken within the pre-test and the post-test to get the conclusion. By looking at the comparison between the result of the

students' pre-tests and post-tests, the researcher and the collaborator could see the improvement of the students' writing skills.

G. Data Validity and Reliability

In this research the data validity were gained through some criteria of validity. Those are democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity (Anderson et al, 1994 in Burn, 1999).

1. Democratic validity

The first criterion of validity is democratic validity. It was gained by interviewing the research members. The English teacher and the students of SMP Negeri 1 Sewon were given an opportunity to give their opinions, ideas, advice, and comments about the implication of the actions.

2. Outcome validity

The second criterion of validity is outcome validity. The results of the actions in each cycle were evaluated to measure whether the actions were successful or not.

3. Process validity

The third criterion of validity is process validity. It is in regard to the dependability and competency of the research. It was applied to validate the data by observing the teaching and learning process during the implementation.

4. Dialogic validity

The fourth criterion of validity is dialogic validity. To gain dialogic validity, the stakeholders participated in the process of the research. The researcher shared the ideas, and the implementation of the actions with the English teacher.

5. Catalytic validity

The fifth criterion of validity is catalytic validity. The research participants were allowed to make possible changes and deliver their perception of the problems in the research setting in the teaching and learning process.

Then, the researcher conducted triangulation to increase the validity of the data. Burns (1999) states that triangulation is a way arguing that “if different methods of investigation procedure have the same result, the data are likely to be valid.” Through in deep interviews with the students and the teacher, and also the classroom observation, the different opinions of the same respondents were identified to have valid data in common. In this research, the research applied time, investigator, and theoretical triangulations. Time triangulation used by collecting the data of the research over period of time. Investigator triangulation applied by asking the English teacher to be observer and someone from the same education background to be a collaborator. Then, the researcher and the collaborator compared the notes, the result of the observation, to avoid bias interpretation. The last, the researcher used the theoretical triangulation by using some perspectives in the research to gain the data.

The reliability of the qualitative data were genuine data and the reliability of the quantitative data were gained by giving equal test for the evaluation of

students' writing skills in two different occasions, namely the pre-test and the post-test. Then, the writing scores for each student were obtained from two raters. Since the inter-rater reliability would be achieved, the score would be reliable.

H. Procedure of the Research

The researcher firstly conducted the observation on the teaching and learning process of writing at Grade VIII A. After that, she had reconnaissance with the teacher as well to know whether the students having difficulties in developing idea to write or not. If the students had this problem, it would be considered as a problem because when they had no idea to write they would not write anything. It can be said that an idea is the soul of writing itself. Finally, the picture series activities were offered to solve this problem.

Kemmis and McTaggart (1998) have developed a simple model of the cyclical nature. Each cycle has four steps: plan, act, observe, and reflect. There are four phases that are used to conduct the action research.

1. Planning

In this step, the researcher analysed and interpreted the theme of the research. It was something like interpreting the research data, the individual data, or the subgroup data depending on the research questions.

2. Acting

In this step, the researcher began to face the students as the participants of the study. The purpose of this step was to solve the problem which was their low writing skills.

3. Observing

After acting, the researcher elaborated the type of data, the data collecting procedure, and the instruments that were used to collect the data (observation checklists and interview guidelines).

4. Reflecting

In this stage, the researcher evaluated the process during the actions that had been done. The researcher and the teacher had a discussion whether the actions had negative or positive effects to the teaching and learning process. The researcher interviewed some students to support the reflection.

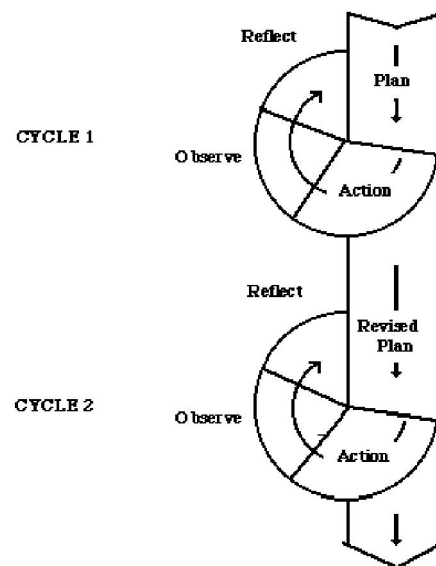


Figure 1: Kemmis and McTaggart (1998) Model of the Cyclical Nature.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of Field Problems

The research was conducted by implementing action research. The objective of the research was to improve the students' writing skills by using picture series. The research was conducted at SMP Negeri 1 Sewon. The participants were the students of Grade VIII A students of SMP Negeri 1 Sewon in the academic year of 2013/2014.

Before the actions, the researcher did observation to get information about the problems in the teaching and learning process. The description of the class observation was presented in the following vignette.

Vignette

Date : November, 2013

Place : Class VIII A

The teacher greeted the students at the beginning of the class. She asked "Good morning, students. How are you?" The students answered "Good morning. I'm fine. And you?" "Fine. Thanks", the teacher answered. Then, she gave the researcher a lesson plan that would be used in the teaching and learning process and asked the researcher to sit down at the back of the class.

First of all, she checked the attendance list at the beginning of the class. After that, she asked the students "Where did you go last holiday, Mas/Mba?" No one answered the question. She translated into Bahasa Indonesia, "Saya bertanya, kemana kamu pergi pas liburan terakhir, Mas/Mba?" Then, she asked one of the students "Where did you go last holiday, Mas?" The student answered "Prambanan". She asked the same question to the other students. After that, she presented a recount text in a very large paper. She asked a volunteer to read aloud the text but no one wanted to read the text.

Next, after the students read the text the teacher explained that they would learn about recount text that day. She explained about what recount text is, the generic structure of recount text, and the tense used in recount text. The students seemed passive at that time even when the teacher gave a chance to have any questions or opinion.

Then, the teacher asked the students to rearrange jumbled paragraphs in a group of four. The teacher monitored all of the students while they were doing the task. After finishing the task, the leader of the group was asked to write the result of the discussion on the whiteboard. All of the students did the task correctly. After that, the teacher gave another task to the groups which was rearrange jumbled paragraphs once again. However, they had to stick the result of the discussion on coloured paper and then one of the members of the group should read aloud the text. Most of the students did many mistakes and errors while reading the text. However, the teacher seemed did not pay attention to the mistakes that the students made. She did not give any correction when the students mispronounce some words.

While the students did the task given by the teacher, the researcher looked around the class. The researcher checked the students' book. She found there were so many errors in the students' writing but there were no correction from the teacher. The teacher only gave marks on the students' work.

At the end of the class, the teacher asked the students to write their own recount text at home without any clues. Finally, she closed the class by giving conclusion about what they had learnt that day. Once again, the students did not have any questions when she asked "Any questions?" She then closed the class before the bell rang.

Moreover, to make the data about the problems occurring in the English teaching and learning reliable, the researcher did not only class observation but also interview with the English teacher and the students. The interview with the English teacher and the students were presented as follows.

...

ET : 'Anak – anak itu sering susah kalo masalah listening. Terus readingnya juga. Terutama apa namanya, kalo baca itu kan banyak vocab yang mereka ga tau.'
(‘The students found difficulties in listening and in reading as well. They didn’t know the meaning of some words while reading.’)

R : 'Masalah writing skillnya gimana, Bu'

ET	<p>(‘How about their writing skills?’)</p> <p>: ‘Masalah writing ya sama aja susahny kalo mereka disuruh bikin teks. Kan anak sering ngga bisa ngembangin karena keterbatasan vocab tadi, Mba.’</p> <p>(‘The students found difficulty in creating a text because they had limited vocabularies.’)</p>
R	<p>: ‘Grammarnya gimana, Bu?’</p> <p>(How about their grammar?)</p>
ET	<p>: ‘Ya sudah cukup tapi masih perlu banyak lagi usaha untuk meningkatkannya.’</p> <p>(‘That’s good, but there’re still need a lot of improvement.’)</p>
...	

(Interview Transcript – The English Teacher 01)

...	
R	<p>: ‘Kan kalo bahasa Inggris tuh kan ada empat skills yang harus dipelajari, ada listening, speaking, reading sama writing. Nah menurut kalian yang susah tuh skill yang mana?’</p> <p>(‘There are four skills that should be mastered; listening, speaking, reading and writing. So, what skill do you think the most difficult is?’)</p>
S1	<p>: ‘Mmmm, susah semua sih sebenarnya Mba. Hehe.’</p> <p>(‘Um, I think that all of the skills are difficult, Miss.’)</p>
S2	<p>: ‘Iya Mba. Susah semua sebenarnya.’</p> <p>(‘That’s right, miss. I think all of them are difficult.’)</p>
R	<p>: ‘Oh gitu. Susahnya gimana?’</p> <p>(Well, how this can be difficult?)</p>
S2	<p>: ‘Misal kaya suruh ndengerin dalam bahasa Inggris tuh susah nangkep artinya tuh apa. Trus kalo reading juga pas baca itu kalo kita gak tau arti kata – katanya itu. Apalagi kalo disuruh nulis Mba, susah itu Mba.’</p> <p>(‘For example when we had to listen in English that was difficult to catch what that was. Then, when I was reading I didn’t know the meaning of some words. Moreover, when I was asked to write, I think that’s hard.’)</p>
R	<p>: ‘Oh gitu. Emang kalo kesulitan pas kalian nulis itu apa?’</p> <p>(‘Alright, what are difficulties when you are writing?’)</p>
S2	<p>: ‘Ya kan susah gitu lho Mba kalo disuruh cari ide gitu. Apalagi banyak kata yang kita nggak tau dalam bahasa Inggris gitu.’</p> <p>(‘I feel hard when I have to get some ideas. Moreover, there some words that I don’t know in English.’)</p>
R	<p>: ‘Kalo menurut Dilla gimana? Writing itu sulit ngga?’</p> <p>(‘What about you, Dilla? Is writing difficult for you?’)</p>

S1	: 'Lumayan susah sih, Mba. Ya itu kadang kalo misal kita disuruh nulis cerita tuh kita ga tau mau nulis apa. Bingung gitu lah, Mba.' (‘I think so, Miss. Sometimes when we were asked to write a story, we didn’t know what we should write. That’s confusing.’)
R	: 'Oh gitu. Jadi menurut kalian writing tuh susah ya?' (‘Alright, so, you think that writing is difficult, right?’)
S1 & S2	: (Mengangguk) (Nodding)
R	: 'Kalo dibanding sama tadi listening, speaking sama reading, susah mana?' (‘If it is compared to listening, speaking, and writing, what’s the most difficult?’)
S1	: 'Gimana ya? Writing kali ya mba yang paling susah.' (‘Um, I think writing is the most difficult skill, probably, Miss.’)
R	: 'Oh gitu. Terus kalo pembelajaran bahasa Inggris yang kalian harapkan gimana?' (‘Alright. Then, what is your expectation for English teaching and learning?’)
S1	: 'Gimana ya, Mba? Mungkin yang jangan spaneng gitu lah. Yang fun. Hehe' (‘I think that should be fun.’)
...	

(Interview Transcript – The Students 01)

The interview transcripts with the teacher and the students above proved that there were some problems in the teaching and learning process of English.

Furthermore, the researcher conducted a pre-test on January 23rd, 2014. The test was done to get more information about the students’ writing ability because there was no data on the students’ writing skills. At the pre-test, the researcher asked the students to write an Indonesian folktale. The students needed so much time to generate their ideas. They also found difficulty in developing their ideas and composed the ideas into readable texts. Below are examples of students’ writing before the actions.

PRE-TEST

Name : Amanda Nancy Lenia

Student Number : 4 /empat

Write individually one of the following Indonesian legends or folktales. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Roro Jonggrang	Toba Lake	Timun Emas	Sangkuriang
Malin Kundang	Si Pitung	Jaka Tarub	Keong Emas
Lutung Kasarung	Bawang Merah Bawang Putih		

Keong Emas

Formerly, in rural district, ^{lives} a widow in Dadapan. Every day ^{the} a widow work^s to look for fire stick in dense jungle. One day, when a widow look^s for fire stick in dense jungle ^{she met} her to ~~meet~~ a gold snail. This ^{was} a gold snail ^{was} brought to the home. A gold snail her take care. ^{she took care the gold snail.}

One day ^{was} when a widow ^{the} back to look for fire stick in dense jungle again to do as usually. While ^{the} a gold snail ^{the} ~~to change~~ become ^{the} someone Dewi Candra Kirana. Her help ^{usually} a widow.

Figure 2: The Student's Writing Product in the Pre-test

Based on the class observation, the interview with the English teacher and the students, and the pre-test, the problems occurring in the English teaching and learning process could be identified. The problems were presented as follows.

Table 2: The Field Problems in Class VIII A of SMP Negeri 1 Sewon

No.	Problems	Codes
1.	Most of the students were confused about what they should write.	S
2.	Most of the students need a lot of time to generate their ideas.	S
3.	Most of the students difficult to develop their ideas in their mind.	S
4.	Most of the students' writing was not cohesive.	S
5.	Most of the students' writing was lack of logical development and sequencing.	S
6.	Most of the students made many errors and mistakes in choosing appropriate vocabularies.	S
7.	Most of the students wrote the meaning of certain words they found in the dictionaries without considering the context.	S
8.	The students made many errors and mistakes in using capitalization.	S
9.	The students made many errors and mistakes in punctuations.	S
10.	The students made many errors and mistakes in spelling.	S
11.	There was no medium to help the students in writing their own writing step by step.	M
12.	The teacher only used papers for the materials.	M
13.	There was no correction on the students' writing products.	T
14.	The teacher gave the students task from LKS	T
15.	The mistakes and errors that the students made were not discussed.	T
16.	Some students said that they did not like learning English.	S
17.	Some students were not enthusiastic in doing the task given by the teacher.	S
18.	Some students said that English was not fun.	S
19.	Some students did not pay attention when the teacher gave explanation.	S

S : Student

T : Teacher

M : Learning Media

2. Identification of the Field Problems to Solve

Based on the level of urgency and feasibility of the problems could be solved, the researcher and the collaborator decided the problems that would be solved as follows.

Table 3: The Field Problems to be Solved

No.	Categories	Problems	Indicators
1.	Related to the students' writing skills	a. Content The students had difficulty in generating ideas.	<ul style="list-style-type: none"> • Most of the students were confused about what they should write. • Most of the students needed a lot of time to generate their ideas. • Most of the students found difficulty in developing their ideas.
		b. Organisation The students felt difficult in organising well-organised paragraphs.	<ul style="list-style-type: none"> • Most of the students' writing was not cohesive. • Most of the students' writing was lack of logical development and sequencing.
		c. Vocabulary The students vocabulary mastery were low.	<ul style="list-style-type: none"> • Most of the students made many errors and mistakes in choosing appropriate vocabularies. • Most of the students wrote the meaning of certain words they found

(Continued)

(Continued)

No.	Categories	Problems	Indicators
			in the dictionaries without considering the context.
		d. Mechanics The students had some problems related to the mechanic aspects.	<ul style="list-style-type: none"> • The students made many errors and mistakes in using capitalization. • The students made many errors and mistakes in punctuations. • The students made many errors and mistakes in spelling.
2.	Related to the media	Interesting media were rarely given to the students.	<ul style="list-style-type: none"> • There was no medium to help the students in writing their own writing step by step. • The teacher only used papers for the materials.
3.	Related to the teacher	The teacher rarely gave corrections to the students' writing	<ul style="list-style-type: none"> • There was no correction on the students' writing. • The mistakes and errors that the students were not discussed. • The teacher gave tasks from LKS to the students.
4.	Related to the students' motivation	The students were not motivated in learning English.	<ul style="list-style-type: none"> • Some students said that they did not like learning English. • Some students were not enthusiastic in doing the task

(Continued)

(Continued)

No.	Categories	Problems	Indicators
			<p>given by the teacher.</p> <ul style="list-style-type: none"> • Some students said that English was not fun. • Some students did not pay attention when the teacher gave explanation.

B. The Implementation of Cycle I

1. Planning

The researcher began to plan the actions to overcome the problems by having discussions with the teacher and the collaborator. The researcher would implement the actions during the research. A researcher's friend from English Education Department would be the collaborator who together with the teacher observed the teaching and learning process and gave some critics, comments, and suggestions.

After having discussions with the teacher and the collaborator, the researcher planned to have three meetings in Cycle 1. The meetings would be conducted on January 24th, January 31st, and February 7th, 2014.

Based on the problems to be solved stated in Table 2, the researcher would focus on solving the problems related to students' writing skills by using picture series. She would also implement other actions such as giving more practices in writing texts, giving more examples of writing products, correcting the students' writing products, and asking the students to bring dictionaries in every meeting.

The researcher, the collaborator, and the teacher decided to overcome the problems by doing some actions presented below.

a. Providing picture series

The researcher would use the picture series to improve the students' writing skills because the pictures can make the students more interested. However, what the students see would be memorized longer than the students heard. Moreover, the use of pictures in teaching writing would make the teaching and learning process more interesting and less monotonous and could give motivation to the students to understand the materials longer and automatically. In addition, the pictures would give meaningful practice about vocabulary mastery and grammatical rules given by the researcher. Furthermore, by implementing picture series, the researcher expected that the students' motivation, memorization, and imagination could improve.

The researcher would apply the action which was providing picture series in JCOT and ICOT stage. In the JCOT stage, the researcher would give the students a set of jumbled pictures. The students would be asked to rearrange the pictures into a good order then they should match the pictures with some jumbled paragraphs. After that, they would be asked to stick the pictures and the paragraphs on a coloured paper. Another activity in this stage would be asking the students to write a text based on a picture series about 'Sleeping Beauty' in groups. While in the ICOT stage, the researcher would give the students another set of pictures about 'The Shoe Maker and the Elves'. Then, the students would be asked to write the story based on the picture series.

The use of picture series was expected to stimulate the students in generating ideas. Moreover, most of the students found difficulties in developing their ideas to be a good and readable text. Therefore, the researcher would use picture series to guide the students in writing texts. The picture series would be the clues for the students so they would feel easier in writing a text. Furthermore, by using picture series, the researcher expected that the aspects of writing such as content, organization, vocabulary, and mechanic would improve. Moreover, the use of picture series was expected to bring the students having positive attitudes toward English and to make the writing activities more interesting and less monotonous.

b. Providing group work activities

The researcher planned to ask the students to write a text in a group before the students wrote their own texts individually. She gave an opportunity to the students to work in a group so they could have enough practices before they wrote their own writing.

c. Giving more examples of writing products

The researcher would give the students some examples of narrative texts. The texts given would be as models for the students before they write their own texts. The researcher would select the texts that were suitable for the students. The texts that would be given to the students also had to be interesting.

d. Correcting the students' writing products

The researcher planned to give corrections to the students' writing products. By giving some corrections, the researcher expected that the students could reflect

their own writing and did not do the same mistakes and errors they made before. The students' writing products would be corrected by two raters that were the researcher and the collaborator.

e. Asking the students to bring dictionaries every meeting

Considering the important of dictionaries in the English teaching and learning process, the researcher would ask every student to bring dictionaries. Moreover, by bringing dictionaries, the students would be easier in finding certain words related to the text.

2. Acting and Observing the Actions

Based on the discussion with the teacher, the researcher conducted the research on January 24th, January 31st, and February 7th, 2014. As it was stated before, the research focused on improving the students' writing skills by using picture series. In the teaching and learning process, the researcher implemented the picture series as the media to help the students improve their writing skills. The teacher and the collaborator observed the teaching and learning process. To make the observation easier, the researcher gave observation checklist to the teacher and the collaborator. The data collected in the Cycle 1 were in the form of field notes, interview transcripts, and students' writing scores. The explanation about the actions and observation of Cycle 1 are presented as follows.

a. Providing picture series

In the teaching and learning process, the researcher gave the students pictures in the beginning of Meeting 1. The researcher used the pictures to

stimulate the students in generating ideas. The researcher leaded the students to generate their ideas by asking some questions related to the pictures. Before explaining the material, the researcher showed some pictures and then the students had to guess the story that they would learn. After that, the students gave their comments and opinions about the pictures.

To help the students develop well-organised paragraphs, the researcher provided picture series. In the first meeting of Cycle 1, she provided jumbled-paragraphs and jumbled-pictures. The students were asked to match the pictures and the paragraphs on a piece of paper. By doing this task, the students were expected to be aware in arranging paragraphs to be well-organised paragraphs.

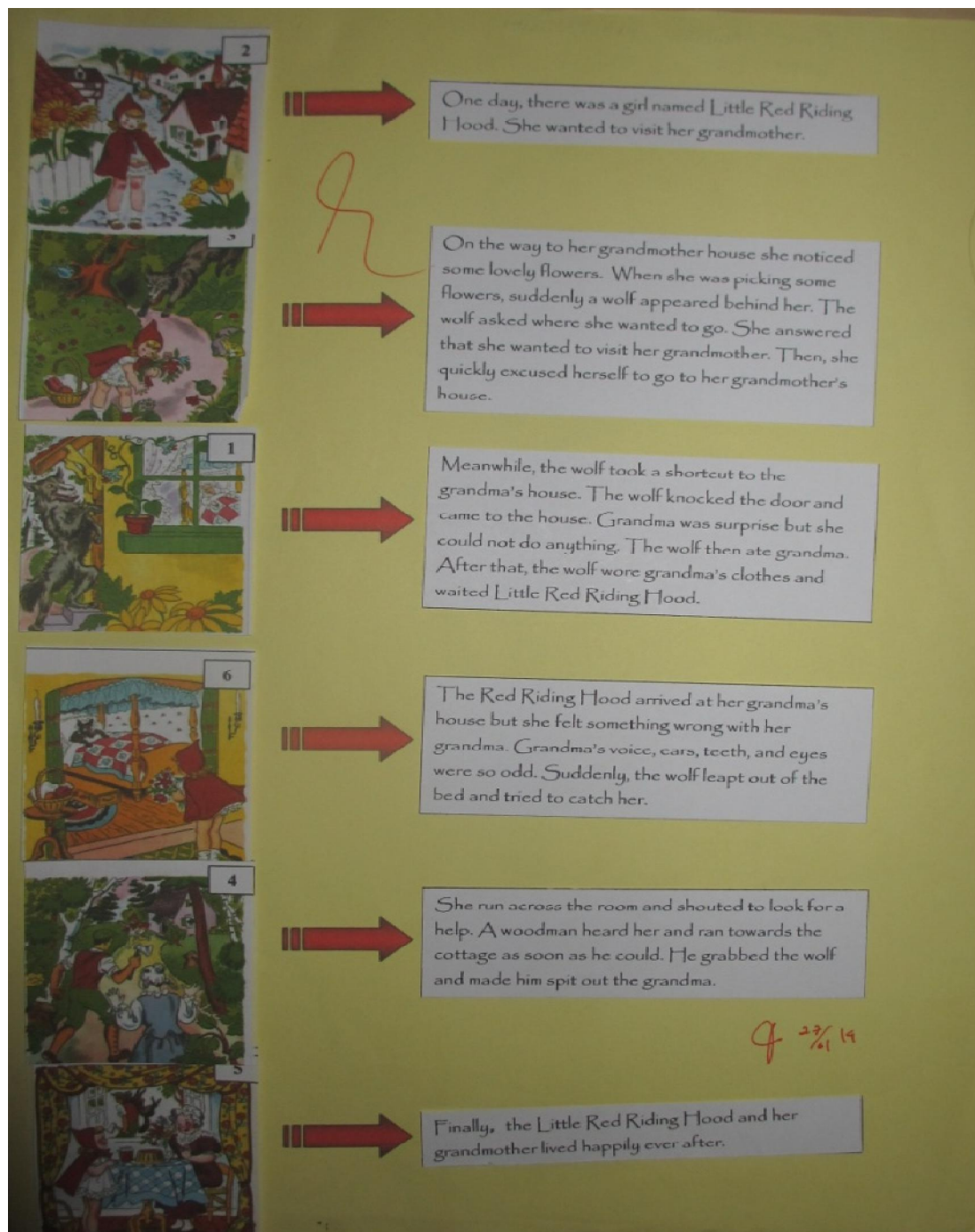


Figure 3: The Sample of the Student's Task Result

Moreover, the students were asked to write stories entitled 'Sleeping Beauty' in Meeting 2 and 'The Shoe Maker and the Elves' in Meeting 3 based on

the picture series provided. In Meeting 2, the students wrote the story in a group of four. The researcher provided a picture series of 'Sleeping Beauty' story. First of all, she asked the students if they had ever read the story or not. However, some of them did not know about the story. After that, she told that that day agenda was writing story entitled 'Sleeping Beauty'. The researcher and the students then discussed the story. Although some of the students had not ever read about the story, they could predict the orientation, complication, and resolution of the story by looking at the picture series provided. To make the students more attracted, the researcher provided coloured picture series and worksheets. As the result, the students looked enthusiastic in doing the task.

The students wrote the story individually in the Meeting 3. They were asked to write a story entitled 'The Shoe Maker and the Elves'. The researcher gave a picture series of 'The Shoe Maker and the Elves'. Firstly, the students were asked to work in groups. Each group had to brain storm as many as possible the words that could be used in a certain picture. Group 1 had to find words as many as possible for the picture number 1. Group 2 had to find words as many as possible for the picture number 2, and so on. After that, all the groups had to write the result of the discussion on the white board. They also had to write the meaning of the words in Indonesia. The fastest group that wrote the most words was the winner. After all of the groups wrote all the words on the white board, the students and the researcher discussed the result of the game. At the end, the students were asked to write all of the words from the game beside the each picture. This activity was aimed at improving the students' vocabulary mastery.

The last, the students had to write the story entitled ‘The Shoe Maker and the Elves’ individually. Generally, they were enthusiastic to do the tasks. The interview transcript below explains the students’ point of view about the actions applied by the researcher.

...

- R : ‘Begini Dek, tadi menurut kalian pelajarannya gimana?’
(‘What do you think about today’s lesson?’)
- S : ‘Menyenangkan, Miss’.
(‘It’s fun.’)
- R : ‘Tadi pas disuruh mencari kata – kata yang mungkin muncul di gambar gimana?’
(‘What do you think when you were asked to find words related to the pictures?’)
- S : ‘Emm, kan tadi kerja kelompok jadinya ya ga susah – susah amat, Miss.’
(‘We did that in group. I think that it was not really difficult.’)
- R : ‘Oh gitu. Jadi lewat gambar tadi kosa kata kalian jadi bertambah ga?’
(‘Well, do you think your vocabulary mastery improved through the use of pictures?’)
- S : ‘Ya iya lah, Miss. Kan tadi kita disuruh nulis masing – masing kelompok gitu to, Miss. Terus disuruh nyatet di buku. Kan bermanfaat banget itu. Hehe.’
(‘Of course, Miss. Every group was asked to write. Then, we were asked to write the words on book. That was very useful.’)
- R : ‘Selanjutnya, pas terakhir tadi kalian disuruh nulis cerita ‘The Shoe Maker and the Elves’ berdasarkan rangkaian gambar menurut kalian gimana’?
(‘Next, what do you think when at the end of the lesson you were asked to write a story entitle ‘The Shoe Maker and the Elves’ based on the picture series provided?’)
- S : ‘Ngga terlalu susah sih menurutku. Kan ada klu dari gambar – gambarnya trus tadi kita udah disuruh nulis kata – kata yang, em apa itu?’
(‘I think that was not really difficult because there were some clues from the pictures. Moreover, we were

	asked to write some words..., what was that?')
R	: 'Yang berhubungan dengan gambar?' (‘Related to the pictures?’)
S	: 'Iya, Miss. Nah kan jadinya lebih mudah. Lumayan lah, Miss. Hehe.' (‘Yes, Miss. That made me easier in writing.’)
R	: 'Oh iya, selama tiga pertemuan kan sering tuh kalo nulis kalian dikasih gambar, secara keseluruhan pelajarannya jadi gimana?' (‘In three meetings, you were given pictures when you were asked to write. What do you think about the lessons?’)
S	: 'Seneng – seneng aja sih, Mba.' (‘That’s just fun, Miss.’)
R	: 'Jadi menurut kalian menulis menggunakan gambar gimana?' (‘What do you think about writing by using pictures?’)
S	: 'Ya.. jadi menyenangkan, gak membosankan lah, Miss.' (‘It became fun and not boring.’)
R	: 'Terus kekurangannya atau kelebihanannya mungkin gimana menurutmu?' (‘What do you think about the lack and the strength?’)
S	: 'Kekurangannya itu lho Mba ngerjain terus. Jadi capek. Hehe.' (‘The lack is we have to do tasks a lot of time. So we were tired. Hehe.’)
S	: 'Mbok permainan gitu, Mba.' (‘I want games, Miss.’)
R	: 'Oh gitu. Terus menurut kalian menulis itu susah ngga. Dibandingkan sama pas kalian pre-test itu kan kalian..., gimana maksudnya perbandingannya?' (‘Well, compared to to the pre-test, do you think writing difficult or not?’)
S	: 'Lumayan banyak peningkatan lah, Miss. Sekarang udah lumayan lah buat nulis. Kan ada gambar – gambar yang menarik. Gambarnya tuh juga bisa mbantu pas ngejain gitu. Jadinya ya ga yang susah banget lah.' (‘There are some improvements, Miss. It’s better for me in writing. There are interesting picture. The picture helped me in writing, so that’s not difficult in writing.’)
R	: 'Oh gitu. Jadi gambar – gambarnya ngebantu kalian pas nulis cerita ya?' (‘So, the pictures helped you in writing, didn’t they?’)
S	: 'Iya, Miss.'

(‘Yes, Miss’.)

...

(Interview Transcript – The student 3)

Furthermore, the following parts of field notes show the evidence of the students’ involvement in the teaching and learning process.

21.	R gave the second task to Ss. R explained how to do the task. Ss were given jumbled-paragraphs and jumbled-pictures. Ss had to re-arrange the pictures and match them with the correct pictures. Then, they had to stick the pictures and the paragraphs on a piece of paper. Ss did the task enthusiastically.
-----	---

(FN. 04-24/01/2014)

10.	R explained what Ss had to do, “You just have to write the story based on the pictures here. You don’t have to know the story well. The pictures will be your clues to write the story”. Then R leaded Ss to discuss the pictures one by one. Most of Ss involved in the discussion. They gave comments to the pictures and guessed the story of each picture. They looked very enthusiastic.
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(FN. 05-31/1/2014)

b. Providing group work activities

In Cycle 1, the researcher asked the students to write in groups before they wrote their own text. She let the students decide their own group. In the second meeting of Cycle 1, the students were asked to write a story entitled ‘Sleeping Beauty’ in groups. All of the members had to give opinions or comments about the story they would be going to write.



Figure 4: The student were having group discussion

c. Giving more examples of writing products

Because the materials that the students had learnt during the research were writing narrative texts, the researcher gave the students a lot of examples of narrative texts. In the first meeting of Cycle 1, the researcher gave the students a narrative text entitle 'Cinderella'. By looking at the examples of the text, the students got the knowledge about the generic structure and language features of narrative text. Furthermore, the researcher also leaded discussion with the students about the social function of a narrative text.

d. Correcting the students' writing products

After the students finished their writing, the researcher always asked the students to submit their works. After that, she corrected all the students' works. In

the next meeting, she gave the corrections to the students. The students and the researcher discussed the errors and mistakes that the students did.

...

6.	R gave feedback to Ss' previous work and asked them "What do you think about the feedback I gave to you?". A student said "Wah, banyak merah – merahnya, Miss." "That means you still made many mistakes when you wrote." Then, R gave a brief explanation about the errors and mistakes that Ss commonly did.
----	--

...

(FN. 05-31/01/2014)

Before the students were given corrections, the students mostly did a lot of mistakes and errors in terms of grammar, spelling, word choices, and mechanics. Below was the example of the corrections that the researcher gave to the students' writing.

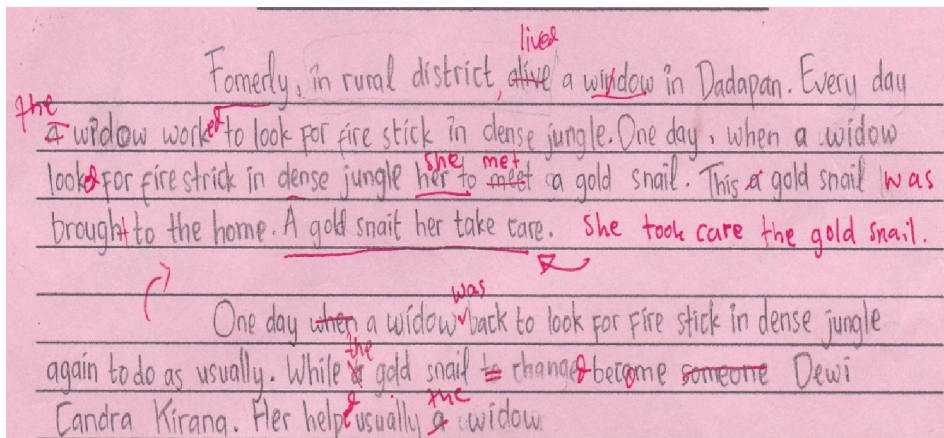


Figure 5: The Feedback Given to the Student's Writing

e. Asking the students to bring dictionaries in every meeting

The students were asked to bring dictionaries in every meeting. By using dictionaries, they were expected to use it whenever they found unfamiliar words. Therefore, the students got benefits in increasing vocabulary mastery. In every

meeting, the researcher asked the students whether they brought dictionaries or not.

12.	R asked Ss whether they brought dictionaries or not. Some of them did not bring dictionaries. They who did not bring dictionaries were asked to borrow dictionaries in the library.
-----	---

(FN. 04-24/01/2014)

3. Reflection

After applying the actions in Cycle 1, the researcher had discussion with the teacher and the collaborator. The discussion would make the research fulfill the requirements of the democratic validity and the dialogic validity as mentioned in Chapter III. The researcher, the teacher, and the collaborator analysed the field notes, the interview transcripts, and the students' writing scores as the basis of reflections. The teacher and the collaborator gave their critics, comments, or suggestions to the researcher. The reflections of Cycle 1 are explained as follows.

a. Providing picture series

The use of picture series that were colourful, attractive, and vivid made the students more enthusiastic in writing a text. It also helped the students more productive in generating ideas. Before the researcher provided picture series as the media to help the students write a text, the students often found difficulty in writing a text because they did not have sufficient ideas what story they were going to write. Moreover, they just had few words whenever they were asked to write a story. In addition, they often asked the researcher what they should write because they felt difficult in developing their ideas. The situation made the students' writing skills low. However, by using picture series, the students were more able to express many ideas. By examining the pictures, the students got

more detail and descriptive information of the story. That was why they were able to develop their ideas better. Furthermore, it could be seen by looking at the improvement of the students' writing scores. Moreover, the scores of the students' writing products showed that the students' writing products had better improvements compared to the students' writing products before the research was conducted. Furthermore, four aspects of writing such as content, organization, vocabulary, and mechanics were considered to be successful. However, the students' writing products were assessed by two raters that were the researcher and collaborator. It was done to get reliable assessment of the scores. The students' writing scores can be seen as follows.

Table 4 : The students' Mean Score in Cycle 1

Aspects of Writing	Researcher	Collaborator
	Cycle 1 (Mean)	Cycle 1 (Mean)
Content	21.33	21.30
Organization	16.04	16.41
Vocabulary	15.81	15.93
Mechanics	17.04	17.00
Total Score	70.22	70.63

In addition, the use of picture series could bring the students to have positive attitudes toward the teaching and learning process of writing. The writing activities became more interesting when the pictures were presented. Furthermore, the picture series not only stimulated the students' interest but also attracted and

increased their attention. Most of the students paid more attentions seriously when the researcher explained the pictures. More than half of the students also actively gave comments, opinions, and questions about the pictures given. It could be concluded that the use of picture series could make the students actively involved in the teaching and learning process.

The following picture is the sample of the student's writing in Cycle 1.

Name : Amanda Nancy Lenia

Student Number : 4

The Shoemaker and The Elves

In a small house occupied a month ago, there lived a shoemaker and his wife. ~~He~~ ^{The man} ~~made it to his~~ ^{was} work making shoes ~~with~~ complete equipment very simple ~~it~~ he made shoes. There ~~is~~ ^{were} a thread, needles, glue and other equipment.

Without their knowledge, the dwarf elves shoes ~~follow to~~ ^{to make} helped it even better. They ~~used~~ ^{used} magic ~~to~~ ^{to} cobble in the blink of an eye. They work together to help each other.

The next morning, the shoemaker ~~his~~ shoes ^{sold} their work yesterday. The shoemaker and his wife ~~are~~ ^{are} eager to do business greater. The next day, the shoemaker ~~shop~~ ^{bought} items ~~that were~~ ^{that were} needed to make shoes more. However, because of the money also, he ~~can~~ ^{could} only buy materials for the three pairs of shoes. He ~~will~~ ^{would} start work tomorrow because he was tired.

The next day, the shoemaker ~~will~~ ^{had} started work. He was in Startle as materials equipment that he bought yesterday has become a very good shoe. But overnight it did not touch at all the material that he bought yesterday. After buying the material, he felt fatigue. Then he fell asleep. He was curious about the people who ~~make~~ ^{made} these shoes in such a way.

Until nightfall. He ~~has not~~ ^{had} been sleeping with his wife. He ~~wants~~ ^{wanted} to know ~~and want someone~~ who had helped him. When the elves did the same activities as the other day, the shoemaker and his wife saw. Be open secret all this time. It turns out that the elves who ~~helped~~ ^{helped} them.

After all the secrets uncovered, the elves told how they ~~can~~ ^{could} exist in the manufacture of shoes. After all the problems resolved in release elves live.

Figure 6: The Sample of the Student's Writing in Cycle 1

The picture series guided the students in writing texts. Furthermore, after having discussion with the collaborator and the teacher and considering the

benefits of using picture series in the teaching and learning process, the researcher decided that picture series would be used in the next cycle. However, the teacher suggested providing some clues in every picture since there were no clues for the students on every picture.

...
 ET : 'Oh ya, tadi kalo bisa dikasih klu ya. Tadi njenengan sudah kasih klu satu ya, nah kalo bisa tiap gambar dikasih klu. Ini kan tahap awal. Kalo bisa dikasih klu. Nanti kalo tahap akhir ngga dikasih klu mungkin ga masalah. Jadi kalo menurut saya seperti itu.'
 ('It's better if you gave clues (in writing a text). You already given a clue, it's better if you give some clues on every picture. This was beginning step. But, at the final step, I think that's okay if there is no clue.')
 ...

(Interview Transcript – Teacher 4)

Moreover, the following interview transcript with the student gives evidence of the improvement of the students' positive response toward the use of picture series.

...
 R : 'Selanjutnya, pas terakhir tadi kalian disuruh nulis cerita 'The Shoe Maker and the Elves' berdasarkan rangkaian gambar menurut kalian gimana?'
 ('Next, what do you think when at the end of the lesson you were asked to write a story entitled 'The Shoe Maker and the Elves' based on the picture series provided?')
 S : 'Ngga terlalu susah sih menurutku. Kan ada klu dari gambar – gambarnya trus tadi kita udah disuruh nulis kata – kata yang, em apa itu?'
 ('I think that was not really difficult because there were some clues from the pictures. Moreover, we were asked to write some words..., what was that?')
 R : 'Yang berhubungan dengan gambar?'
 ('Related to the pictures?')
 S : 'Iya, Miss. Nah kan jadinya lebih mudah. Lumayan lah, Miss. Hehe.'

(‘Yes, Miss. That made it easier.’)

...

(Interview Transcript – Student 4)

b. Providing group work activities

Engaging the students in group work activities made the learning process more fun. This action was quite successful because most of the students felt happy in doing the group activities such as when they were asked to mind map the pictures provided. The following interview transcript proves that the action was successful in creating fun English class.

...

R : ‘Oh iya Dek, tadi kan kalian disuruh untuk bekerja dalam kelompok. Nah, menurut kalian gimana? Yang kamu rasain pas kerja kelompok gimana?’

(‘Well, you were asked to work in group in the teaching and learning process. So, what do you think? What do you feel while working in group?’)

S : ‘Menurutku sih kerja kelompoknya tadi enak – enak aja.’
(I think it’s just fun.)

R : ‘Enaknya gimana?’
(‘What do you mean?’)

S : ‘Ya kan kalau kerja kelompok itu kerjaannya lebih ringan. Terus bisa saling ngebantu satu sama lain. Bisa tanya – tanya ke yang lain kalo kita ngga mudeng gitu, Miss.’
(‘Working in a group makes the work easier. Moreover, we could help each other. We might ask other friends when we didn’t understand.’)

S : ‘Jadi menurut Adek kerja kelompoknya bikin pelajarannya menyenangkan ngga?’
(‘So, do you think the group activity made the teaching and learning process fun?’)

R : ‘Iya, Miss. Menyenangkan pelajarannya.’
(‘Yes, I think, Miss.’)

(Interview Transcript – Student 5)

c. Giving more examples of writing products

By giving more examples of writing products, the students had more references. Because the material that the researcher taught was writing narrative texts, she gave some examples of narrative texts. However, she only gave example of narrative texts from the overseas. The teacher suggested the researcher to give Indonesian folktales. Therefore, the researcher would still give more example of narrative texts but those would be from Indonesian folktales or legends. The following interview transcript shows the positive respond and the suggestions from the teacher.

...	
T	: 'Sudah bagus, Mbak. Teksnya juga sudah cukup untuk referensi siswa. Buat contoh yang baik lah istilahnya. Tapi ini ceritanya dari luar negeri semua ya?' (‘That was good. The texts were sufficient for the students’ references. It can be said that can be good examples (of writing products). But, were all of the texts from other countries?’)
R	: 'Iya Bu, saya siapkannya cerita dari luar negeri.' (‘Yes, they were, Mam. I prepared all of the texts from other countries.’)
T	: 'Oh gitu. Gimana kalo teksnya yang nanti dikasih ke siswa itu dibikin em, dari Indonesia juga. Soalnya gini mbak, kan kalo lomba – lomba kayak storytelling itu kadang masih diminta satu cerita dari cerita luar negeri satunya dari Indonesian legend.' (‘Well, I think it’s better to give the students stories from Indonesia too. It is because the students are sometimes asked to prepare Indonesian legend in storytelling competition.’)
R	: 'Begitu ya, Bu. Baik bu, nanti di Cycle 2 saya kasih ceritanya yang dari Indonesia.' (‘Well, alright, Mam. I will provide stories from Indonesia in Cycle 2.’)
...	

(Interview Transcript – Teacher 6)

By looking at the benefits of giving more examples of narrative texts, the researcher would still provide some narrative texts but those stories would be from overseas.

d. Correcting the students' writing products

Generally, after the students were given corrections, the errors and mistakes that the students made could be reduced. Most of students were more aware of the grammar, spelling, word choices, and mechanics.

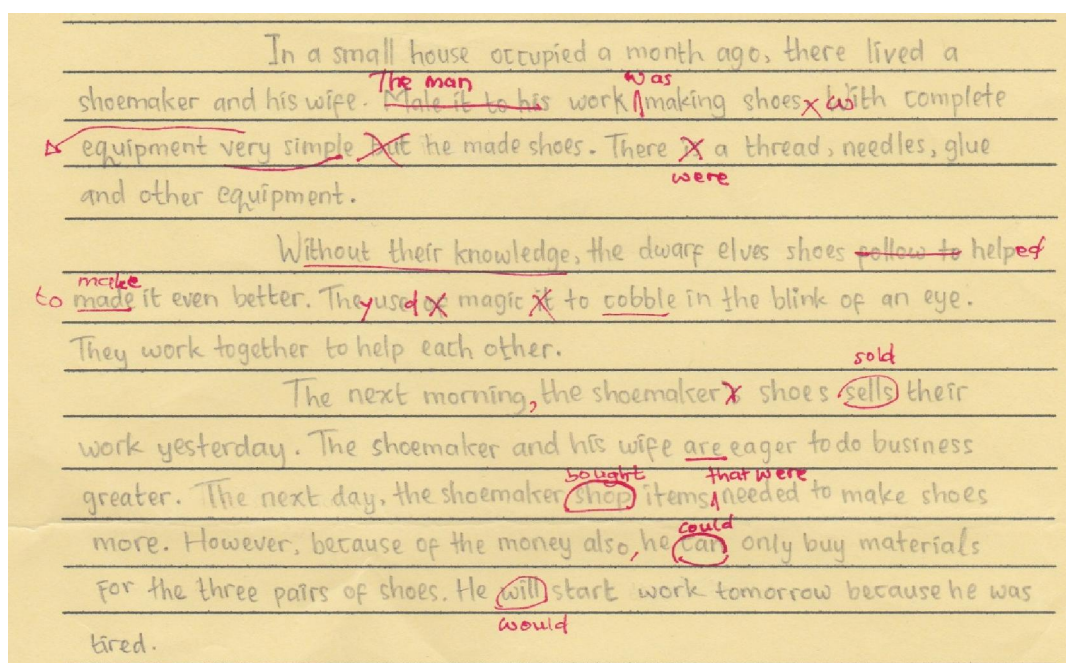


Figure 7 : The Feedback Given on Student's Writing

e. Asking the students to bring dictionaries every meeting

The action to ask the students bringing dictionaries was quite successful although there few students did not bring dictionaries. However, the researcher asked the students who did not bring dictionaries to borrow dictionaries to the library. The use of dictionaries gave contribution in improving the students'

vocabulary mastery. Therefore, the researcher would ask the students to bring dictionaries in every meeting in Cycle 2.

C. The Implementation of Cycle 2

1. Planning

Based on the discussion with the teacher and the collaborator, in Cycle 2, the researcher decided to focus on the same problems related the students' writing skills. She would still focus to overcome the problems by using picture series and added some actions such as giving more examples of writing products, providing games, correcting the students' writing product, and asking the students to bring dictionaries in every meeting.

Because there would be midterm test for the students, the teacher asked the researcher to do Cycle 2 in two meetings. The first meeting would be conducted on February 14th, 2014 and the second meeting would be conducted on February 20th, 2014.

The actions that the researcher would implement were presented as follows.

a. Providing picture series

The researcher would still provide picture series to help the students write a text. In Cycle 2, considering the suggestion from the teacher, she would add some clues on each picture. The researcher would give the students a picture series about 'Timun Emas'. The students would still be asked to write the story based on the picture series provided.

b. Giving more examples of writing products

The differences between the examples given in Cycle 1 and Cycle 2 would be the writing products given were overseas stories but the stories would be given in Cycle 2 would be from Indonesian folktales. The stories would be about 'Crying Stone' and 'Timun Emas'.

c. Playing games

The researcher would conduct games to create good learning English atmosphere. The game would be implemented in Meeting 1. The students would be given a crossword puzzle. The students would be asked to find out some words related the text that would be given in the next session. The following picture is the crossword puzzle that would be given to the students.

Appendix 1

In pairs, find words in the puzzle. List your findings and write the meaning in Indonesian.

1. Ask

= bertanya

A	C	V	Z	Y	I	B	X	F	A	X	L	L	V	D	1.
S	C	L	O	T	H	E	E	R	P	I	A	Q	H	R	2.
K	L	I	V	V	D	H	C	M	E	E	T	Z	P	E	3.
I	V	L	O	Q	Y	I	M	A	R	Y	E	M	A	S	4.
L	A	Z	Y	U	P	N	C	R	S	K	C	T	R	S	5.
Q	W	O	L	S	A	D	V	K	U	Z	M	T	K	L	6.
T	E	G	W	S	S	Y	X	E	A	Z	F	O	O	D	7.
E	I	O	R	S	E	G	U	T	D	K	R	X	F	Q	8.
W	A	L	K	P	R	R	B	K	E	A	G	R	E	E	9.
L	L	E	H	T	V	N	E	G	Y	W	S	W	A	C	10.
M	A	L	X	L	A	O	A	D	M	I	R	E	Y	X	11.
B	X	T	Z	C	N	I	U	X	P	U	E	X	S	S	12.
F	D	E	W	P	T	Z	T	Y	M	D	I	I	Z	D	13.
U	F	A	A	A	U	X	Y	C	U	R	I	O	U	S	14.
H	Y	R	A	F	I	E	L	D	X	S	P	Q	P	D	15.
S	E	E	Y	O	O	X	W	Q	Z	F	A	L	L	Z	16.

Figure 8 : The Crossword Puzzle

d. Correcting the students' writing products

The plan for correcting the students' writing products in Cycle 2 would be the same as in Cycle 1. The researcher would correct the students' mistakes and errors and then she would give the feedback to the students. The researcher then would lead discussion about errors and mistakes that the students frequently made.

e. Asking the students to bring dictionaries every meeting

Because dictionaries were still needed and helpful for the students in writing, the researcher would ask the students to bring dictionaries in every meeting like it was done in Cycle 1.

2. Acting and Observing the Actions

After having discussions with the teacher and the collaborator, the researcher changed the schedule to conduct the research on February 14th, 2014 and February 28th, 2014 because there was natural disaster on February 15th, 2014. The researcher still focused on improving the students' writing skills by using picture series.

During the teaching and learning process, the researcher would implement the actions. However, the collaborator and the teacher observed the teaching and learning process. To make the observation easier, the researcher gave an observation checklist to the teacher and collaborator. The data collected in the Cycle 2 were in the form of field notes, interview transcripts, and students'

writing scores. The explanation about the actions and observation of Cycle 2 are presented as follows.

a. Providing picture series

The researcher gave the students a picture series in Cycle 2. The picture series were given in Meeting 2 to help the students write a narrative text entitled 'Timun Emas'. Firstly, the researcher distributed the picture series to the students. She then asked the students to look at the pictures. She asked them whether they were familiar with the story or not. After that, she leaded them to brain storm the pictures. However, there were some clues in every picture that made the students more easily guess the story. After having discussions with the researcher, the students wrote the story about 'Timun Emas' individually based on the picture series.



Figure 9 : The students were writing a text based on picture series

b. Giving more examples of writing products

In Cycle 2, the researcher gave more examples of narrative texts from Indonesian folktales. The texts were given to enrich the students' references about narrative texts. The texts that were given to the students were adapted from the Internet. The stories were about 'Crying Stone' and 'Timun Emas'.

c. Playing games

The researcher played games in Meeting 1 of Cycle 2 to create an interactive and interesting activity in the teaching and learning process. The students were asked to complete a crossword puzzle in pairs. However, the words that the students had to find out were related to the story that would be discussed in the next section. The game was expected to improve the students' vocabulary mastery and to make the students easier in discussing the text about 'Crying Stone' in the next section. The students had to find out 19 words in the puzzle and wrote the meaning of the words in Indonesian in ten minutes. After that, the students were divided into four groups. Every group had to write all the words on the whiteboard as quick as possible. The first group finishing writing the words was the winner. Furthermore, the researcher gave some rewards to the winner.



Figure 10 : The student's were doing crossword puzzle game

d. Correcting the students' writing products

The students' writing was corrected by the researcher and the collaborator. The students submitted their writing to be corrected. After that, the researcher gave direct feedback to their writing was the same as in the Cycle 1. In the next meeting, the researcher gave the students' work back. The students were given opportunities to ask about the feedback given in their writing. After that, the researcher gave a brief explanation about the errors and mistakes that commonly the students did like in terms of grammar, spelling, word choices, and mechanics.

e. Asking the students to bring dictionaries every meeting

In Cycle 2, the researcher still asked the students to bring dictionaries every meeting. By using dictionaries, the students were expected to use it whenever they found unfamiliar words. So, the students got benefits in increasing vocabulary

mastery. In every meeting, the researcher asked the students whether they brought dictionaries or not.

3. Reflection

After applying the actions in Cycle 2, the researcher had discussions with the teacher and the collaborator. The discussion would make the research meet the requirements of the democratic validity and the dialogic validity as mentioned in Chapter III. The researcher, the teacher and the collaborator analysed the class field notes, the interview transcripts, and the students' writing scores as the basis of reflections. The teacher and the collaborator gave their critics, comments, or suggestions to the researcher. The reflections of Cycle 2 are explained as follows.

a. Providing picture series

The implementation of providing picture series was successful. The students got many benefits of using picture series in Cycle 2 the same as in Cycle 1. Picture series helped the students more productive in generating ideas. It could be seen by looking at most of the students that were able to write more than two or three well-organised paragraphs at the end of Cycle 2. This happened because the students were given stimulation to develop their ideas by examining the pictures.

Furthermore, the success of implementing this action could be seen by looking at the improvement of the students' writing score. Compared to the students' writing products in Cycle 1, the students' writing products in Cycle 2 were better. There were some improvements in four aspects of writing such as content, organization, vocabulary, and mechanics. However, the students' writing

products were assessed by two raters who were the researcher and the collaborator. It was done to get reliable assessment of the scores. The improvements of the students' writing scores can be seen as follows.

Table5 : The Comparison between the Mean Scores of Each Aspect of the Students Writing in Cycle 1 and in Cycle 2

Aspects of Writing	Cycle 1			Cycle 2		
	R	CL	Mean R and CL	R	CL	Mean R and CL
Content	21.33	21.30	21.32	23.89	24.04	23.97
Organization	16.04	16.41	16.23	19.15	19.52	19.34
Vocabulary	15.81	15.93	15.87	19.00	19.30	19.15
Mechanics	17.04	17.00	17.02	17.93	18.07	18.00
Total Score	70.22	70.63	70.43	79.96	80.93	80.45

R : Researcher

CL : Collaborator

In addition, the use of picture series could bring the students to have positive attitudes toward the teaching and learning process of writing. The writing activities became more interesting when the pictures were presented. Furthermore, the picture series not only stimulated the students' interest but also attracted and increased their attention. Most of the students paid more attentions seriously when the researcher explained the pictures. More than half of the students also actively gave comments, opinions, and questions about the pictures given. It could be concluded that the use of picture series could make the students actively involved in the teaching and learning process. In addition, the following part of interview transcript with the teacher reveals it.

R	: ‘Sejauh ini menurut Ibu bagaimana perkembangan anak?’ (‘What do you think about the students’ improvement?’)
ET	: ‘Alhamdulillah sejauh ini sudah ada perkembangan. Sejauh ini merupakan suatu pengalaman yang bagus buat anak dan perkembangannya juga bagus dalam hal menulis. Mudah-mudahan nanti semakin baik lagi. (‘So far so good. It was a new experience for the students and the students’ writing skill improved. Hopfully, it would be better.’)
R	: ‘Saya kan selama ini menggunakan media picture series dalam mengajar writing, nah menurut Ibu bagaimana?’ (‘What do you think about the picture series that I used in teaching writing?’)
ET	: ‘Ya Alhamdulillah yah kan saya mencermati dari waktu ke waktu yang tadinya gambarnya tidak ada klunya lama kelamaan kan njenengan kasih klu. Bagus kalo menurut saya.’ (‘I observed from the time to time. Previously, there were no clues on the pictures but then you gave some clues. I think that was good.’)
R	: ‘Jadi ini bisa membantu anak-anak?’ (‘So, did the pictures help the students?’)
ET	: ‘Bisa untuk membantu anak-anak. Jadi tidak hanya berimajinasi saja tapi bisa lihat gambar.’ (‘Yes, it did. They could not only imagine but also look at the pictures.’)
R	: ‘Menurut Ibu aspek yang bisa terimprove dari penggunaan picture series apa saja?’ (What are the aspects that you think can be improved by the use of picture series?’)
ET	: ‘Ya mungkin dari segi ininya, dari kosa kata anak – anak juga bisa bertambah. Terus dari segi structurenya juga bisa dan yang jelas dari skill writingnya jadi semakin baguslah. Anak-anak juga terlihat jadi lebih senang dalam menulis.’ (‘I think the students’ vocabulary and grammar mastery improved. The students’ writing skills also improved and they also enjoy in writing.’)

(Interview Transcript – Teacher 11)

b. Giving more examples of writing products

In Cycle 1, the researcher gave the students stories from other countries but in Cycle 2, she gave stories from Indonesia entitled ‘Crying Stone’ and ‘Timun

Emas'. The students were given Indonesian folktales. Therefore, the students had more references about narrative texts.

c. Playing games

By playing games, the students were actively involved in the teaching and learning process. Because the game make the students have to be competitive, the class became noisy. However, all of them felt more fun in learning English. Moreover, they got more vocabulary mastery in doing the puzzle game. The words that the students found in the puzzle were related to the text that would be discussed in the next section. That was why the students felt easier to understand the text. The description about positive respond about the game can be seen by looking at the following interview transcripts with the teacher and students.

...	
R	: '... eh iya, tadi tuh kan ada game, gimana menurutmu?' ('...What do you think about the game?')
S	: 'Bagus tuh, Miss, bisa jadi selingan dari pada nulis nulis terus hehe. Tapi tadi itu apa ya, em, gamenya juga bagus soalnya ternyata kata – kata yang dicari itu ternyata dipake di teks yang itu apa yang teks Miss kasih tadi lho.' ('That was good. The words we searched supposed in the text entitled... what's that?')
R	: 'Yang 'Crying Stone' maksudnya?' ('Do you mean 'Crying Stone'?')
S	: 'Iya. Itu lah. Hehe.' ('Yes, that's what I mean.')
R	: 'Jadi aktifitas hari ini gimana?' ('So, what do you think about today's activities?')
S	: 'Sangat menyenangkan, Miss, kalo menurutku.' ('I think that was really fun.')
...	

(Interview Transcript – students 6)

d. Correcting the students' writing products

The students' writing products were corrected by two raters who were the researcher and collaborator. The raters gave direct feedback in the students' worksheet. Before the research was conducted, the students made many errors of grammar, spelling, word choices, and mechanics. However, the students' errors decreased after the raters gave direct feedback to the students' writing products. By looking at the feedback, the students could reflect the errors they made in their writing products. Moreover, the students became more aware not to do the same errors especially in terms of grammar, spelling, word choices, and mechanics.

e. Asking the students to bring dictionaries in every meeting

The action that was to ask the students to bring dictionaries was quite successful. All of the students brought dictionaries. The use of dictionaries gave contributions to improve the students' vocabulary mastery. The students realised that it was important to bring dictionaries in the teaching and learning process of writing.

D. Research Findings and Discussion

After having discussion, the researcher, the teacher, and the collaborator concluded that the research was successful to improve the students' writing skills. Moreover, the objective of the researcher was also achieved. Therefore, they decided to end the research in Cycle 2. The comparison between the research results in Cycle 1 and 2 can be seen as follows.

Table 6 : The Comparison after Implementing the Actions in Cycle 1 and Cycle 2

No.	Actions	Cycle 1	Cycle 2
1.	Providing picture series	The researcher provided picture series without clues. As the result, some of the students felt easier to generate their ideas into a readable text. Some of the students were actively involved in the teaching and learning process of writing. However, they still had difficulty in using appropriate words to represent their ideas.	The researcher provided picture series with clues. As the result, most of the students felt easier to generate their ideas into a readable text. Moreover, the students felt easier in composing the text that was coherent and cohesive. Most of the students were actively involved in the teaching and learning process of writing.
2.	Providing group work activities	Most of the students were actively involved in the teaching and learning process. Therefore, the teaching and learning process was not monotonous.	-
3.	Giving more examples of writing products	The researcher gave the students stories	The researcher gave the students

(Continued)

(Continued)

No.	Actions	Cycle 1	Cycle 2
		from other countries that gave more references for the students.	Indonesian folktales. Therefore, the students had more references about narrative texts.
4.	Correcting the students' writing products	The raters gave direct feedback to the students' writing products. The students still made some errors in their writing.	The raters gave direct feedback to the students' writing products. The students made few errors in their writing. The students became aware in writing articles, spelling, punctuations, and using correct grammar and word choices.
5.	Asking the students to bring dictionaries every meeting	Some students did not bring dictionaries in the teaching and learning process. The students made improvement in vocabulary mastery.	All the students bring dictionaries in the teaching and learning process. The students made improvement in vocabulary mastery.
6.	Playing games	-	The teaching and learning process was more fun and not monotonous. The students enjoyed the teaching and learning process.

Based on the reflection of Cycle 1 and 2, it can be concluded that the implementation of picture series as the main media to improve the students' writing skills and other supported actions were successful. The success of the action implementations were inferred from the class observation and interview transcripts of the teacher and students. Moreover, it was supported by the improvement of the students' writing scores.

Providing picture series was the first action that the researcher did. This action was implemented in Cycle 1 and Cycle 2. After implementation this action, the students felt easier in generating ideas, composing coherent and cohesive texts, and increasing vocabulary mastery and grammar mastery. Moreover, most of the students were actively involved in the teaching and learning process of writing.

Secondly, the researcher provided group work activities in Cycle 1. In the second meeting of Cycle 1, the students were divided into several groups. Every group had to mind map the pictures. After that, they wrote the story based on the pictures provided. This action was successful in making the students actively involved in the teaching and learning process. Therefore, the teaching and learning process was not monotonous.

The third was giving more examples of writing products. The researcher gave the students stories from other countries that gave more references for the students in Cycle 1. However, the researcher gave the students Indonesian folktales in Cycle 2. Therefore, the students had more references about narrative texts.

The forth action was correcting the students' writing products. The students' writing products were corrected by two raters that were the researcher and collaborator. The raters gave direct feedback to the students' writing products. In Cycle 1, the students still made some errors in their writing. Therefore, the researcher continued applying the action in Cycle 2. After giving the feedback to the students, she leaded discussion about the errors and mistakes that the students commonly did. As the result, the students made few errors in their writing. Moreover, they became more aware in writing articles, spelling, punctuations, and using correct grammar and word choices.

Next, the researcher asked the students to bring dictionaries in every meeting. The action was implemented in Cycle 1 and Cycle 2. In Cycle 1, some students did not bring dictionaries in the teaching and learning process. The researcher asked them who did not bring dictionaries to borrow dictionaries in the library. However, in Cycle 2, all of them brought dictionaries in the teaching and learning process. By using dictionaries, the students made improvement in vocabulary mastery.

The last was playing games. The action was conducted in Cycle 2. The students had to find some words related to a text that would be discussed in the next section. Overall, the teaching and learning process was more fun and not monotonous. Moreover, the students enjoyed the teaching and learning process.

Before the researcher implemented the actions, the researcher conducted a pre-test on January 23rd, 2014 to measure the students' writing skills. The students were asked to write an Indonesian legend or folktale in sixty minutes. The

students' writing products then were assessed by two raters that were the researcher and collaborator. Moreover, the accumulation of the students' writing mean scores from the researcher and the collaborator were divided by two to get total the mean.

Furthermore, the researcher conducted a post-test at the end of the research. The students were asked to write a narrative text. The students had to finish writing the text in sixty minutes. The procedure of the test and assessment in the post-test was the same as in the pre-test.

To find out whether there was an improvement in the students' writing skills or not, the students' mean scores in the pre-test were compared to the students' mean scores in the post-test. The improvements of the students' writing scores can be seen in the following table.

Table 7: The Means of Each Aspect Score in the Pre-test and Post-test

Aspects	Pre-test	Post-test
Content	17.08	24.08
Organisation	12.09	20.54
Vocabulary	12.26	20.67
Mechanics	13.93	18.34
Total Mean Score	55.36	83.61

Generally, the means of the students' scores increased from the pre-test to the post-test. The students' mean scores slightly increased from 55.36 to 83.61. Moreover, all of writing aspects increased after applying the actions. Based on the comparisons between the scores in the pre-test and the post-test, it can be seen that the content aspect in the post-test increased slightly from 17.08 to 24.08, the organisation aspect increased from 12.09 to 20.54, the vocabulary aspect

increased from 12.26 to 20.67, and the mechanics aspect improved from 13.93 to 18.34.

The comparison between the student's writing in pre-test and in post-test can be seen as follows.

PRE-TEST

Name : Amanda Nancy Lenia

Student Number : 4 /empat

Write individually one of the following Indonesian legends or folktales. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Roro Jonggrang	Toba Lake	Timun Emas	Sangkuriang
Malin Kundang	Si Pitung	Jaka Tarub	Keong Emas
Lutung Kasarung	Bawang Merah Bawang Putih		

Keong Emas

Formerly, in rural district, ^{lives} a widow in Dadapan. Every day ^{the} a widow work^s to look for fire stick in dense jungle. One day, when a widow look^s for fire strick in dense jungle ^{she} her to ^{met} meet a gold snail. This a gold snail ^{was} brought to the home. A gold snait her take care. ^{she} took care the gold snail.

One day ^{was} when a widow ^{the} back to look for fire stick in dense jungle again to do as usually. While ^{the} gold snail ^{was} ~~is~~ change^d become someone Dewi Candra Kirana. Her help^s usually ^{the} a widow.

Figure 11: The Sample of Student's Writing in the Pre-test

POST-TEST

Name : Amanda Nancy Lenia

Student Number : 04

Write individually one of the following stories. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Cinderella	The Little Red Ridding Hood	Rapunzel
The Ugly Duncking	Beauty and the Beast	Pinokio
Snow White	Goldilocks and the Three Bears	Aladin

Jasmine

Once upon a time there lived a little girl named Jasmine.

She was princess in a castle. The princess liked to sing a song.

One day, she was to walk to market. In there the people thought she was crazy, because she wore with simple dress. This even could be said the simple dress no decent to wear. She still no responding. She fixe walk. Until finally, she met a handsome man and brave. He still the characteristic liked citizen. She was afraid because characteristic him. She tried run away. Until finally, she were no street out. Suddenly, a man ~~use~~ curious carpet. The man named Aladin. He brought Jasmine to use his curious carpet. From there, they wer fell in love. Aladin brought her from on top to look view. Aladin ~~see~~ off to her castle.

Her mother to know back home. Her mother verry wicked. Her mother to key in the badroom. The princess run away together his.

Figure 12: The Sample of Student's Writing in the Post-test

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The objective of the research was to improve the writing skills of Grade VIII A students of SMP Negeri 1 Sewon in the academic year of 2013/2014 by using picture series. The research was action research. The data were obtained by conducting interviews with the students and the teacher, doing class observation, and conducting writing tests.

The research findings and discussion in Chapter IV show that the writing skills of Grade VIII A students of SMP Negeri 1 Sewon improved by the use of picture series. In Cycle 1, the researcher provided some actions: providing picture series, providing group work activities, giving more examples of writing products, correcting the students' writing products, and asking the students to bring dictionaries in every meeting. All of the actions could improve the students' writing skills.

In Cycle 2, the researcher applied several actions: providing picture series, giving more examples of writing products, conducting games, correcting the students' writing products, and asking the students to bring dictionaries in every meeting. In line with the discussion in the previous chapter, it could be said that all the actions gave positive results toward the teaching and learning process of writing in Grade VIII A. It can be concluded as follows.

1. The first action was providing picture series. This action was implemented in Cycle 1 and Cycle 2. In Cycle 1, the students were asked to rearrange jumbled-paragraphs and jumbled-pictures. Moreover, the students had to write narrative texts in pairs and individually based on the picture series provided by the researcher. However, there were no clues for the students in this cycle. The students still needed some guidance in examining the picture series. Therefore, the researcher added some clues in every picture in Cycle 2. As the result, the students became easier in generating ideas, composing coherent and cohesive texts, and mastering vocabulary mastery and grammar mastery. Moreover, most of the students were actively involved in the teaching and learning process of writing.
2. Secondly, the researcher provided group work activities in Cycle 2. The result showed that most of the students were actively involved in the teaching and learning process. Therefore, the teaching and learning process was not monotonous.
3. The third was giving more examples of writing products. The researcher gave the students stories from other countries that gave more references for the students in Cycle 1. However, the researcher gave the students Indonesian folktales in Cycle 2. Therefore, the students had more references about narrative texts.
4. The forth action was correcting the students' writing products. The students' writing products were corrected by two raters that were the researcher and collaborator. As the result, the students made few errors in their writing.

Moreover, they became more aware in writing articles, spelling, punctuations, and using correct grammar and word choices.

5. Next, the researcher asked the students to bring dictionaries every meeting. The action was implemented in Cycle 1 and Cycle 2. By using dictionaries, the students made improvement in vocabulary mastery.
6. The last was playing games. The action was conducted in Cycle 2. Overall, the teaching and learning process was more fun and not monotonous. Moreover, the students enjoyed the teaching and learning process.

By looking at the data gained through the data collection techniques, the researcher, teacher, and collaborator found that there were several changes. The changes occurred after implementing the actions were related to the teaching and learning process, the students, and the English teacher. The descriptions about the changes can be seen as follows.

1. Related to the teaching and learning process

During the implementation, the teaching and learning processes were becoming more interesting and less monotonous. There were some activities that could encourage the students to involve actively in the teaching and learning process. Firstly, the use of picture series could effectively encourage the students to give some comments, opinions, and questions. Furthermore, conducting group work activities also provided opportunities to a student to have interactions with other students. In addition, the researcher also played games in the teaching and learning process. Playing the games created a nice atmosphere of English teaching and learning process.

2. Related to the students

The students tended to have positive attitudes toward the English teaching and learning process. The students also seemed to be more active in the teaching and learning process. Without being pointed, the students answered questions or gave opinions or comments in discussion sessions. They also had better understanding of English especially in writing. Moreover, they became more aware in writing in terms of word choices, grammatical rules, writing mechanics, and text organisations.

3. Related to the English teacher

After the research was conducted, the teacher got more knowledge of the English teaching and learning process especially related to the use of picture series to improve the students' writing skills. The use of media was very important in supporting the students to improve their understanding of English. Moreover, the teacher improved her knowledge in creating interesting activities to make the teaching and learning process interesting and less monotonous. Therefore, the teacher became more open minded in creating a good atmosphere of the English teaching and learning process.

B. Implications

In reference to the findings of the study claiming that the use of picture series could facilitate the students easier to generate ideas to do with simplifying narrative texts, made the students were actively involved in the teaching and learning process of writing, could bring the students to have positive attitudes

toward English, and could not only stimulate the students' interest but also attract and increase their attentions, the teacher is encouraged to use picture series as the media in teaching and learning process of writing.

C. Suggestions

Based on the conclusions and implications explained before, there are some suggestions for the English teacher and the other researchers.

1. To the English teacher

It is important for the teacher to provide interesting media to help the students in learning English because interesting media can encourage the students' motivation and interest toward English. One of the interesting media that can be use is picture series. The results of the research showed that picture series is a kind of media that can make the students easier in generating ideas, composing coherent and cohesive texts, and mastering vocabulary mastery and grammar mastery. Moreover, the use of picture series could bring the students to have positive attitudes towards English. In addition, picture series could not only stimulate the students' interest but also attract and increase their attentions.

Furthermore, the teacher should create activities such as providing group activities and conducting games that can make the students actively involved in the teaching and learning process so that the teaching and learning process will become more interesting and less monotonous.

2. To the other researchers

This research only focuses on the use of picture series to improve the students' writing skills. Therefore, the other researchers are suggested to conduct some related studies about using picture series to improve the students' writing skills or other skills such as listening, speaking and reading in other levels of education.

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APPENDICES

APPENDIX A: COURSE GRID

COURSE GRID

Institution : SMP Negeri 1 Sewon
 Grade/semester : VIII/2
 Skill : Writing
 Text type : Narrative Text
 Time allocation : 3 meetings (6 × 40 minutes)


A. Standard of Competence:

12. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surrounding.

B. Basic Competence:

- 12.2. Expressing meaning and rhetorical context steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings on genres of recount and narrative.

Learning Objectives	Indicators	Teaching-Learning Activities	Learning Materials and Tasks	Picture Series	Evaluation		Time Allocation	Sources
					Techniques	Instruments		
At the end of the lesson, the students are	The students are able to: 1. identify	Building Knowledge of the Text			Written test	Individually, write a story about 'The	3x80 minutes	1. http://smpn.37.wordpress.com

able to write narrative texts.	<p>social function, generic structure and language function of narrative texts</p> <p>2. use past tense in composing narrative texts</p> <p>3. arrange sentences into good narrative texts based on picture</p>	<ul style="list-style-type: none"> The teacher shows pictures of 'Cinderella' and 'Beauty and the Beast' stories to recall the students' background knowledge and to lead the students to the discussion about narrative texts. The teacher asks some leading questions related to the topic. 	<p>Pictures</p> 			Shoe Maker and the Elves' base on the following picture series		<p>2. http://www.youtube.com/watch?v=XujMUxv76OM.</p> <p>3. http://www.youtube.com/watch?v=Yzny_y5_x24.</p> <p>4. http://www.dltk-teach.com/rhymes/littlered/1.htm.</p> <p>5. http://smpn.37.word</p>
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	series 4. answer questions related to the texts 5. write a text based on picture series	Modeling of the Text <ul style="list-style-type: none"> • The teacher gives a text entitled 'Cinderella'. • The teacher and the students discuss about the text. 	Cinderella Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made					press.com 6. Priyana, J., A. R. Irjayanti, and V. Renitasari . 2008. Scaffolding: English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan
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			<p>Cinderella do the hardest works in the house.</p> <p>One day, the two step sisters received an invitation to the party at the palace. Cinderella could not come to the party. She was crying. Suddenly, a godmother stood beside her.</p> <p>Magically, Cinderella became very beautiful with a pair of pretty glass slippers.</p>					Departemen Pendidikan Nasional
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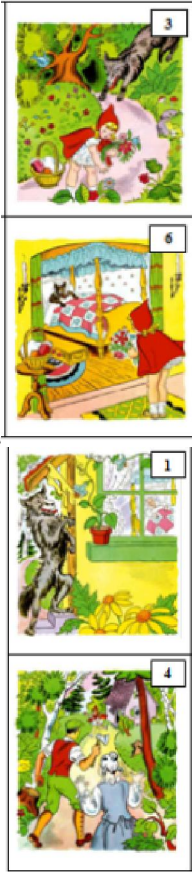
			<p>However, Cinderella might leave before midnight.</p> <p>Cinderella was having a wonderfully good time. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran as quickly as she could but one of her glass slipper was left behind. A few days later, the prince proclaimed</p>					
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			<p>that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. It fitted perfectly.</p> <p>Finally, she was driven to the palace. They were married and live</p>					
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		<ul style="list-style-type: none"> • The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts. 	<p>happily ever after.</p> <p>Adapted from: http://smpn.37.worpress.com</p> <p>Explanations of the social function, generic structure, language features, vocabulary, and tenses of narrative texts.</p> <p>1. Social function of narrative text is aimed at entertaining the readers. It entertains because it deals</p>					
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			<p>with the unusual and unexpected development of events.</p> <p>2. Generic structure of narrative text has three parts:</p> <ul style="list-style-type: none"> • Orientation <p>It sets the scene and introduces the participants and characters.</p> <ul style="list-style-type: none"> • Complication <p>It is a series of complications or crisis points</p>					
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			<p>which arise in the story.</p> <ul style="list-style-type: none"> • Resolution <p>The crisis is resolved, for better or for worse.</p> <p>3. Language feature of narrative texts</p> <ul style="list-style-type: none"> • Past tense <div style="border: 1px solid black; padding: 2px; display: inline-block;">S+V2</div> <ul style="list-style-type: none"> • Time <p>conjunctions: when, then, suddenly, next</p> <ul style="list-style-type: none"> • Direct and 					
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		<p>Joint Construction of the Text</p> <ul style="list-style-type: none"> • The teacher asks the students to rearrange jumbled-picture series into good order in pairs. 	<p>indirect speech</p> <p>Jumbled-pictures</p>						
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		<ul style="list-style-type: none"> • The teacher asks the students to fill in the missing information in some sentences. • The teacher asks the students to answer questions related to the text entitled 'Snow White'. 	<p>Complete the following sentences with the correct verb or to be provided. Don't forget to change those into past tense.</p> <p>Read the following text about 'Snow White' and answers the questions.</p>					
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		<ul style="list-style-type: none">• The teacher gives the students picture series• The teacher divides the students into six groups.• The teacher asks the students to write a story entitled ‘Sleeping Beauty’ in groups.		<p>ACTIVITY 6</p> <p>Read the picture series about Sleeping Beauty. Write as many as you can sentences to make a story. Explain the interest in your paragraph.</p> 				
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		<p>many as possible words related to the picture.</p> <ul style="list-style-type: none"> • The teacher asks every group to write the words in the whiteboard. • The teacher leads the students to discuss the result of the group work. 		  				
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		<p>Independent Construction of the Text</p> <ul style="list-style-type: none">• The teacher asks the students to write sentences based on the pictures provided.						
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COURSE GRID

Institution : SMP Negeri 1 Sewon
 Grade/semester : VIII/2
 Skill : Writing
 Text type : Narrative Text
 Time allocation : 2 meetings (4 × 40 minutes)

A. Standard of Competence:


12. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surrounding.

B. Basic Competence:

- 12.2. Expressing meaning and rhetorical context steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings on genres of recount and narrative.

Learning Objectives	Indicators	Teaching-Learning Activities	Learning Materials and Tasks	Picture Series	Evaluation		Time Allocation	Sources
					Techniques	Instruments		
At the end of the lesson, the students are	The students are able to: 1. identify	Building Knowledge of the Text			Written test	Individually, write a story about 'Timun	2x80 minutes	1. Asmarandana, T. (n.d.).

able to write narrative texts.	<p>social function, generic structure and language function of narrative texts</p> <p>2. use past tense in composing narrative texts</p> <p>3. arrange sentences into good narrative texts based on picture</p>	<ul style="list-style-type: none"> • The teacher asks the students about previous materials. • The teacher asks some leading questions related to the materials. • The teacher shows the students a picture about 'Crying Stone'. 				Emas' based on the following picture series		<p>Legenda Malin Kundang si Anak Durhaka dan 7 Dongeng Popular Lainnya. Surabaya: Dua Media.</p> <p>2. http://ceritarakyatnu.santara.com.</p> <p>3. Priyana, J., A. R. Irjayanti,</p>
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	<p>series</p> <p>4. answer questions related to text</p> <p>5. write a text based on picture series</p>	<p>Modelling of the Text</p> <ul style="list-style-type: none"> • The teacher gives a text entitled 'Crying stone'. • The teacher asks the students to read the text. • The teacher asks some students to read the text aloud. • The teacher corrects the incorrect pronunciations of the students. 	<p>Crying Stone</p> <p>In a small village, a very beautiful girl lived with her mother. Every day she put make-up and wore her best clothes. She didn't like to help her mother work in a field. The</p>  <p>girl was very lazy.</p>					<p>and V. Renitasari . 2008. Scaffolding: English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan</p>
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		<ul style="list-style-type: none"> The teacher leads the students discuss about the text. 	<p>One day, the mother asked the girl to accompany her to go to the market to buy some food. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.</p> <p>On the way to the market, everybody admired the girl's beauty. They were also</p>					Nasional.
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			<p>curious. Behind the beautiful girl, there was an old woman with a simple dress.</p> <p>“Hello, pretty lady. Who is the woman behind you?” asked them.</p> <p>“She is my servant,” answered the girl.</p> <p>The mother was very sad, but she didn’t say anything.</p> <p>The girl and the mother met other people. She</p>					
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			<p>always said that her mother was her servant every time they meet people.</p> <p>At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body.</p> <p>“Mother, please forgive me!”</p>					
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			<p>she cried and asked her mother to forgive her.</p> <p>But that's too late. Her whole body finally became a big stone. Until now people still can see tears falling down the stone. The stone is called crying stone or batu menangis.</p> <p>Adapted from http://ceritarakyatnusantara.com</p> <p>1. Social function</p> <p>Narrative text is</p>					
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		<ul style="list-style-type: none"> • The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts. 	<p>aimed at entertaining the readers. It entertains because it deals with the unusual and unexpected development of events.</p> <p>2. Generic structure</p> <p>Narrative text has three parts:</p> <ul style="list-style-type: none"> • Orientation <p>It sets the scene and introduces the participants</p>					
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			<p>and characters.</p> <ul style="list-style-type: none"> • Complication It is a series of complications or crisis points which arise in the story. • Resolution The crisis is resolved, for better or for worse. <p>3. Language feature of narrative text</p> <ul style="list-style-type: none"> • Past tense 					
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			<div>S+V2</div> <ul style="list-style-type: none"> Time conjunctions: when, then, suddenly, next Direct and indirect speech 					
		<ul style="list-style-type: none"> The teacher gives the students a task about deciding whether the statements provided are 	<p>Are the following statements true or false? Write T if it is true and write F if it is false. Correct the false statements. Look at the example.</p>					





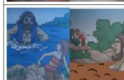
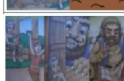

		<p>true or false</p> <ul style="list-style-type: none"> The teacher explains about the common errors and mistakes that the students do. 	<p>The Common Errors</p> <ul style="list-style-type: none"> The Use of Past Tense <div>S + V2</div> <p>e.g. : The girl <u>was</u> very beautiful. He <u>bought</u> the shoes.</p> To infinitive <div>To + V1</div> <p>e.g. : The mother asked the girl <u>to accompany</u> her <u>to buy</u> some food.</p> 					
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			<p>The mother liked <u>to wear</u> simple dress.</p> <ul style="list-style-type: none">• Capitalization Capital letters have to be used in the beginning of the sentence, when writing the name of a city, a person, ‘I’.• Agreement: were and was <table><tr><td>Was</td><td>Were</td></tr><tr><td>She</td><td>They</td></tr><tr><td>He</td><td>You</td></tr><tr><td>It</td><td>We</td></tr></table>	Was	Were	She	They	He	You	It	We					
Was	Were															
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It	We															

			<table><tr><td>I</td><td></td></tr></table> <ul style="list-style-type: none">A sentence should have subject and verb <p>In pairs, find words in the puzzle. List your findings and write the meaning in Indonesian.</p> <table><tr><td>A</td><td>C</td><td>V</td><td>Z</td><td>Y</td><td>I</td><td>B</td><td>X</td><td>F</td><td>A</td><td>X</td><td>L</td><td>L</td><td>V</td><td>D</td></tr><tr><td>S</td><td>C</td><td>L</td><td>O</td><td>T</td><td>H</td><td>E</td><td>E</td><td>R</td><td>P</td><td>I</td><td>A</td><td>Q</td><td>H</td><td>R</td></tr><tr><td>K</td><td>L</td><td>I</td><td>V</td><td>V</td><td>D</td><td>H</td><td>C</td><td>M</td><td>E</td><td>E</td><td>T</td><td>Z</td><td>P</td><td>E</td></tr><tr><td>I</td><td>V</td><td>L</td><td>O</td><td>Q</td><td>Y</td><td>I</td><td>M</td><td>A</td><td>R</td><td>Y</td><td>E</td><td>M</td><td>A</td><td>S</td></tr><tr><td>L</td><td>A</td><td>Z</td><td>Y</td><td>U</td><td>P</td><td>N</td><td>C</td><td>R</td><td>S</td><td>K</td><td>C</td><td>T</td><td>R</td><td>S</td></tr><tr><td>Q</td><td>W</td><td>O</td><td>L</td><td>S</td><td>A</td><td>D</td><td>V</td><td>K</td><td>U</td><td>Z</td><td>M</td><td>T</td><td>K</td><td>L</td></tr><tr><td>T</td><td>E</td><td>G</td><td>W</td><td>S</td><td>S</td><td>Y</td><td>X</td><td>E</td><td>A</td><td>Z</td><td>F</td><td>O</td><td>O</td><td>D</td></tr><tr><td>E</td><td>I</td><td>O</td><td>R</td><td>S</td><td>E</td><td>G</td><td>U</td><td>T</td><td>D</td><td>K</td><td>R</td><td>X</td><td>F</td><td>Q</td></tr><tr><td>W</td><td>A</td><td>L</td><td>K</td><td>P</td><td>R</td><td>R</td><td>B</td><td>K</td><td>E</td><td>A</td><td>G</td><td>R</td><td>E</td><td>E</td></tr><tr><td>L</td><td>L</td><td>E</td><td>H</td><td>T</td><td>V</td><td>N</td><td>E</td><td>G</td><td>Y</td><td>W</td><td>S</td><td>W</td><td>A</td><td>C</td></tr><tr><td>M</td><td>A</td><td>L</td><td>X</td><td>L</td><td>A</td><td>O</td><td>A</td><td>D</td><td>M</td><td>I</td><td>R</td><td>E</td><td>Y</td><td>X</td></tr><tr><td>B</td><td>X</td><td>T</td><td>Z</td><td>C</td><td>N</td><td>I</td><td>U</td><td>X</td><td>P</td><td>U</td><td>E</td><td>X</td><td>S</td><td>S</td></tr><tr><td>F</td><td>D</td><td>E</td><td>W</td><td>P</td><td>T</td><td>Z</td><td>T</td><td>Y</td><td>M</td><td>D</td><td>I</td><td>I</td><td>Z</td><td>D</td></tr><tr><td>U</td><td>F</td><td>A</td><td>A</td><td>A</td><td>U</td><td>X</td><td>Y</td><td>C</td><td>U</td><td>R</td><td>I</td><td>O</td><td>U</td><td>S</td></tr><tr><td>H</td><td>Y</td><td>K</td><td>A</td><td>F</td><td>I</td><td>E</td><td>L</td><td>D</td><td>X</td><td>S</td><td>P</td><td>Q</td><td>P</td><td>D</td></tr><tr><td>S</td><td>E</td><td>E</td><td>Y</td><td>O</td><td>O</td><td>X</td><td>W</td><td>Q</td><td>Z</td><td>F</td><td>A</td><td>L</td><td>L</td><td>Z</td></tr></table>	I		A	C	V	Z	Y	I	B	X	F	A	X	L	L	V	D	S	C	L	O	T	H	E	E	R	P	I	A	Q	H	R	K	L	I	V	V	D	H	C	M	E	E	T	Z	P	E	I	V	L	O	Q	Y	I	M	A	R	Y	E	M	A	S	L	A	Z	Y	U	P	N	C	R	S	K	C	T	R	S	Q	W	O	L	S	A	D	V	K	U	Z	M	T	K	L	T	E	G	W	S	S	Y	X	E	A	Z	F	O	O	D	E	I	O	R	S	E	G	U	T	D	K	R	X	F	Q	W	A	L	K	P	R	R	B	K	E	A	G	R	E	E	L	L	E	H	T	V	N	E	G	Y	W	S	W	A	C	M	A	L	X	L	A	O	A	D	M	I	R	E	Y	X	B	X	T	Z	C	N	I	U	X	P	U	E	X	S	S	F	D	E	W	P	T	Z	T	Y	M	D	I	I	Z	D	U	F	A	A	A	U	X	Y	C	U	R	I	O	U	S	H	Y	K	A	F	I	E	L	D	X	S	P	Q	P	D	S	E	E	Y	O	O	X	W	Q	Z	F	A	L	L	Z					
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		<p>the students to discuss the game in pairs.</p> <ul style="list-style-type: none"> • The teacher asks the students to present their result of the discussion. • The teacher leads the students to discuss about the result of the game. • The teacher leads the students to pronounce the 						
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		<p>vocabularies.</p> <ul style="list-style-type: none"> • The teacher asks the students to find the meaning of the vocabularies. • The teacher leads the students to discuss about the meaning of the vocabularies. • The teacher asks the students to write sentences using past tense, to 	<p>Write sentences using past tense, to infinitive, and agreement about were and were.</p>					
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		<p>infinitive, and agreement about were and was.</p> <p>Independent Construction of the Text</p> <ul style="list-style-type: none">• The teacher asks the students to write sentences based on the pictures provided	<p>2 sentences for each.</p>	<p><small>Individually, or in a group of four 'Thomas Jones' based on the following pictures write a story. Use the provided ideas to help you writing the story.</small></p> <div><ul style="list-style-type: none">• "Silent Forest"• A cabin• Two men• Here as children• Here as husband• Here as</div> <div><ul style="list-style-type: none">• "What is your a child"• A child's game• Silent agreement</div> <div><ul style="list-style-type: none">• "Pain remember each."• "I hope"• A baby</div> <div><ul style="list-style-type: none">• "Open remember each."• "I hope"• "I hope"• "I hope"• "I hope"</div> <div><ul style="list-style-type: none">• "Open each"• "I hope"• "I hope"• "I hope"• "I hope"</div> <div><ul style="list-style-type: none">• "I hope"• "I hope"• "I hope"• "I hope"• "I hope"</div> <div><ul style="list-style-type: none">• "The government is"• "I hope"• "I hope"• "I hope"• "I hope"</div>				
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				<div><div></div><div><ul style="list-style-type: none">• They are both• They are both• They are both• They are both</div></div> <div><div></div><div><ul style="list-style-type: none">• They are both• They are both• They are both• They are both</div></div>				
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APPENDIX B: LESSON PLANS

LESSON PLAN

Subject : English
Grade/semester : VIII/2
Skill : Writing
Time allocation : 3 meetings (6 X 40 minutes)

A. Standard of Competence:

12. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surrounding.

B. Basic Competence:

- 12.2. Expressing meaning and rhetorical context steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings on genres of recount and narrative.

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text,
2. use past tense in composing narrative texts,
3. arrange sentences into good narrative texts based on picture series,
4. answer questions related to text,
5. write a text based on picture series.

D. Learning Objectives:

At the end of the lesson, the students are able to write narrative texts.

E. Learning Materials

1. Pictures (Appendix 1)
2. Narrative text

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house.

One day, the two step sisters received an invitation to the party at the palace. Cinderella could not come to the party. She was crying. Suddenly, a godmother stood beside her. Magically, Cinderella became very beautiful with a pair of pretty glass slippers. However, Cinderella might leave before midnight.

Cinderella was having a wonderfully good time. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran as quickly as she could but one of her glass slipper was left behind. A few days later, the prince proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. It fitted perfectly.

Finally, she was driven to the palace. They were married and live happily ever after.

Adapted from: <http://smpn.37.wordpress.com>

3. Social function

Narrative text is aimed at entertaining the readers. It entertains because it deals with the unusual and unexpected development of events.

4. Generic structure

Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

- Complication

It is a series of complications or crisis points which arise in the story.

- Resolution

The crisis is resolved, for better or for worse.

5. Language feature of narrative text

- Past tense

S+V2

- Time conjunctions: when, then, suddenly, next

- Direct and indirect speech

F. Method/ Technique

Genre-Based Approach

G. Teaching and Learning Activities

1. Pre-teaching

- The teacher greets the students.
- The teacher leads the prayer.
- The teacher checks the attendance list.
- The teacher outlines the objectives of the learning process.

2. Whilst-teaching

Building Knowledge of the Text

- The teacher shows pictures of 'Cinderella' and 'Beauty' and the Beast' stories to recall the students' background knowledge and to lead the students to the discussion about narrative texts.
- The teacher asks some leading questions related to the topic.

Modeling of the Text

- The teacher gives a text entitled ‘Cinderella’.
- The teacher and the students discuss about the text.
- The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts.

Joint Construction of the Text

- The teacher asks the students to rearrange jumbled-picture series into good order in pairs. (Appendix 2)
- The teacher asks the students to match the pictures with some paragraphs provided in pairs. (Appendix 3)
- The teacher asks the students to fill in the missing information in some sentences. (Appendix 4)
- The teacher asks the students to answer questions related to the text entitled ‘Snow White’. (Appendix 5)
- The teacher gives the students picture series to the students.
- The teacher divides the students into six groups.
- The teacher asks the students to write a story entitled ‘Sleeping Beauty’ in groups. (Appendix 6)
- The teacher gives the students picture series about ‘The Shoe Maker and the Elves’ .(Appendix 7)
- The teacher divides the students into six groups.
- The teacher asks every group to brain storm a certain picture and find out as many as possible words related to the picture.
- The teacher asks every group to write the words in the whiteboard.
- The teacher leads the students to discuss the result of the result of the group work.

Independent Construction of the Text

- The teacher asks the students to write sentences based on the pictures provided. (Appendix 7)

3. Post-teaching

- The teacher and students summarize the teaching.
- The teacher and students make reflection about the teaching.
- The teacher ends the class by saying a prayer.

H. Sources

1. <http://smpn.37.wordpress.com>.
2. <http://www.youtube.com/watch?v=XujMUxv76OM>.
3. http://www.youtube.com/watch?v=Yzny_y5_x24.
4. <http://www.dltk-teach.com/rhymes/littlered/1.htm>.
5. <http://smpn.37.wordpress.com>.
6. Priyana, J., A. R. Iriyanti, and V. Renitasari. 2008. Scaffolding: English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. Assessment

Technique: written test

Assesment: Writing scoring rubrics

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, nonsubstantive, not enough to evaluate
Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to average	17-14	Loosely organized, limited support, logical but complete sequencing

(Continued)

(Continued)

Aspects	Level	Score	Criteria
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	9-7	Does not communicate, no organization, no enough to evaluate
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	10-5	Essentially translation, little knowledge of English
Mechanics	Excellent to very good	25-22	Exemplary Mechanics, may have minor errors in punctuation, capitalization, and spelling, need little or no editing

(Continued)

(Continued)

Aspects	Level	Score	Criteria
	Good to average	21-18	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair to poor	17-11	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability
	Very poor	10-5	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication

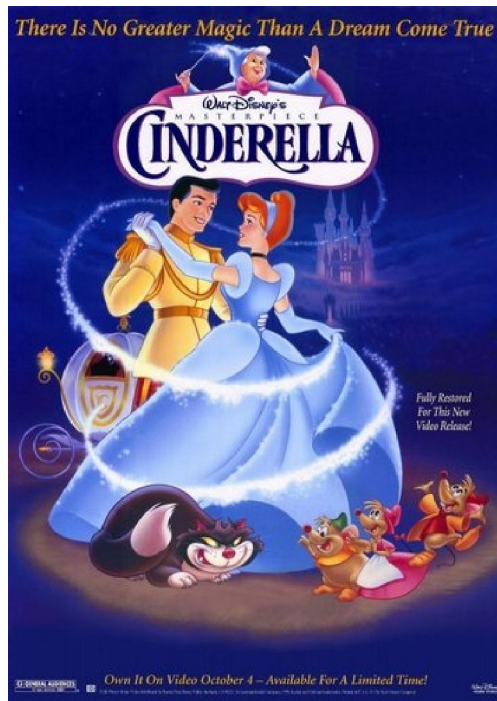
Yogyakarta, December 2013

The researcher,

Dwi Mufit Wijayanti

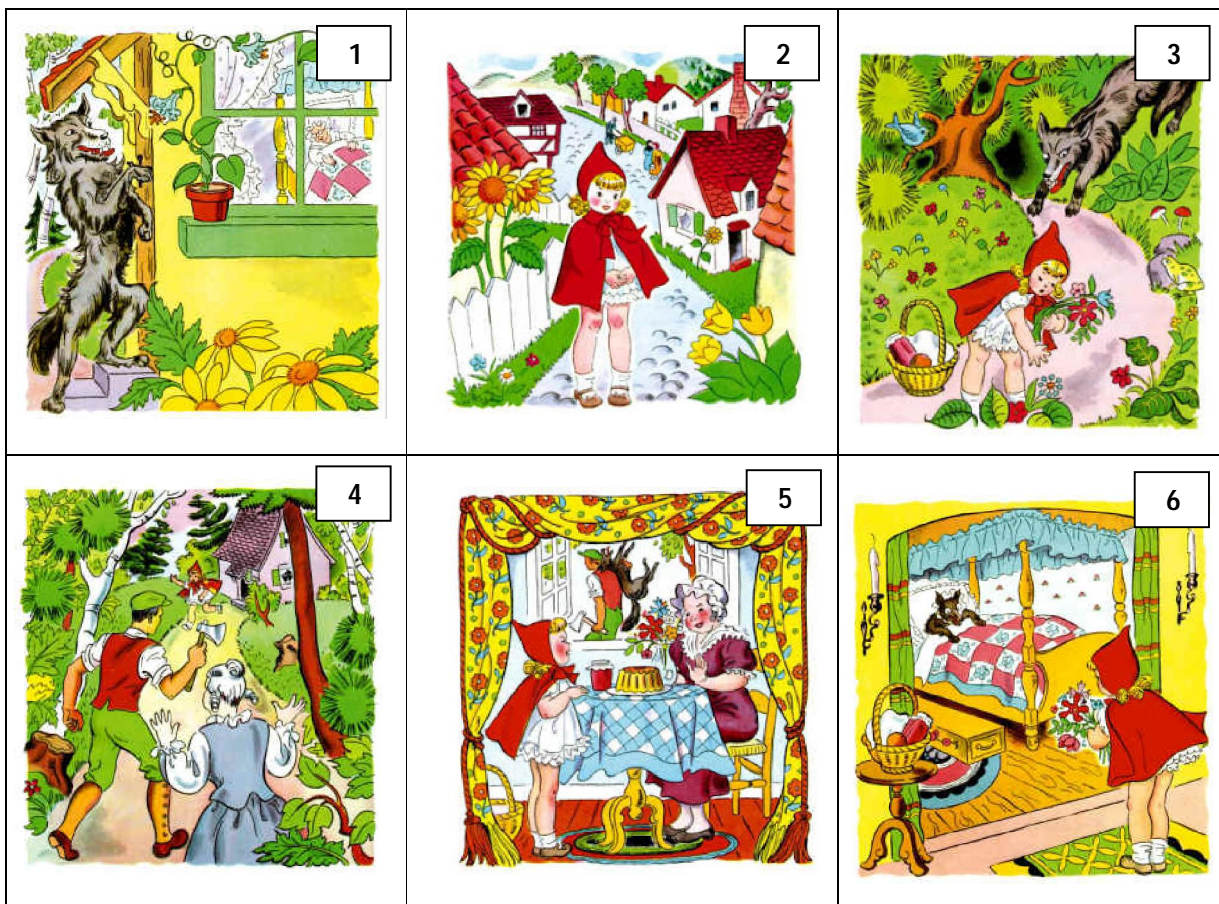
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Appendix 1



Appendix 2

Rearrange the following jumbled-paragraphs into good order.



Match the pictures on the left with the suitable paragraphs on the right.



Meanwhile, the wolf took a shortcut to the grandma's house. The wolf knocked the door and came to the house. Grandma was surprise but she could not do anything. The wolf then ate grandma. After that, the wolf wore grandma's clothes and waited Little Red Riding Hood.



One day, there was a girl named Little Red Riding Hood. She wanted to visit her grandmother.



Finally, the Little Red Riding Hood and her grandmother lived happily ever after.



She run across the room and shouted to look for a help. A woodman heard her and ran towards the cottage as soon as he could. He grabbed the wolf and made him spit out the grandma.



On the way to her grandmother house she noticed some lovely flowers. When she was picking some flowers, suddenly a wolf appeared behind her. The wolf asked where she wanted to go. She answered that she wanted to visit her grandmother. Then, she quickly excused herself to



The Red Riding Hood arrived at her grandma's house but she felt something wrong with her grandma. Grandma's voice, ears, teeth, and eyes were so odd. Suddenly, the wolf leapt out of the bed and tried to catch her.

Appendix 4

Complete the following sentences with the correct verb or to be provided. Don't forget to change those into past tense.

ask	knock	run	is	wear
grab	try	hear	are	can

1. One day, there _____ a girl named Little Red Riding Hood.
2. The wolf _____ where she wanted to go.
3. The wolf _____ the door and came to the house.
4. Grandma was surprise but she _____ not do anything.
5. After that, the wolf _____ grandma's clothes
6. Grandma's voice, ears, teeth, and eyes _____ so odd.
7. Suddenly, the wolf leapt out of the bed and _____ to catch her.
8. She _____ across the room and shouted to look for a help.
9. A woodman _____ her and ran towards the cottage as soon as he could.
10. He _____ the wolf and made him spit out the grandma.

Appendix 5

Read the following text about 'Snow White' and answers the questions.

Snow White



Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were died.

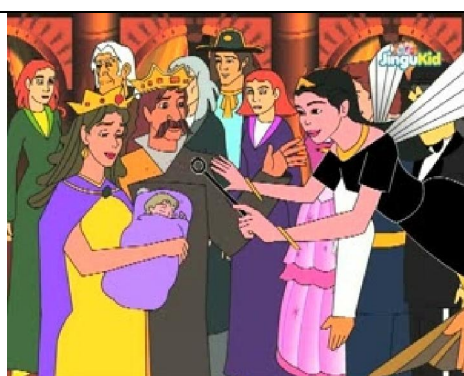
One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said;

"What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

1. Who was the main character in the story?
2. Why did Snow White have to live with her aunt and uncle?
3. Where did the aunt and uncle want to go?
4. When did Snow White run away?
5. Where did she run away?
6. How many dwarfs were there?
7. How did the story end?

Appendix 6

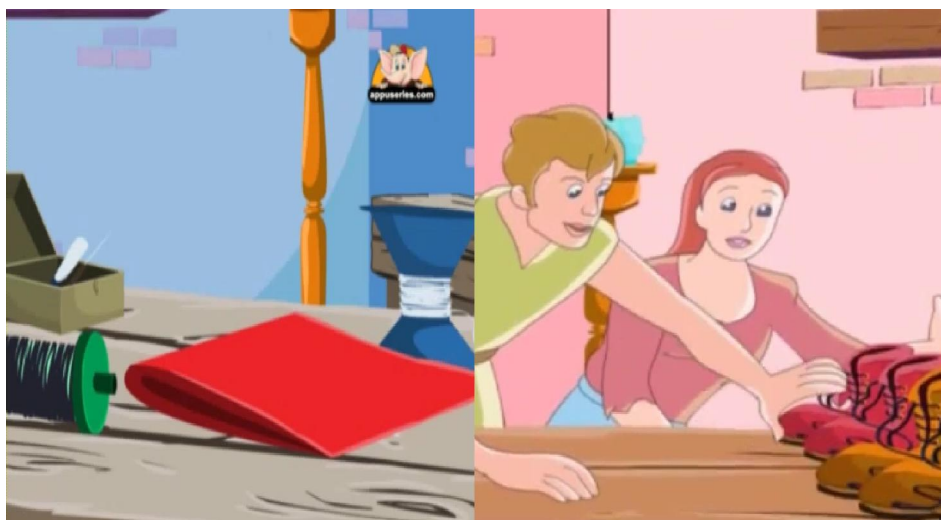
Below are picture series about 'Sleeping Beauty'. Write as many as you can sentences for each picture. Develop the sentences into good paragraphs.





This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON PLAN

Subject : English
Grade/semester : VIII/2
Skill : Writing
Time allocation : 3 meetings (6 X 40 minutes)

A. Standard of Competence:

12. Expressing meaning in functional written texts and simple short essays in the genres of descriptive and recount in order to interact with surrounding.

B. Basic Competence:

- 12.2. Expressing meaning and rhetorical context steps in simple short essays using various written language accurately, fluently, and appropriately in order to interact with the surroundings on genres of recount and narrative.

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative texts,
2. use past tense in composing narrative texts,
3. arrange sentences into good narrative texts based on picture series,
4. answer questions related to text,
5. write a text based on picture series.

D. Learning Objectives:

At the end of the lesson, the students are able to write narrative texts.

E. Learning Materials

1. Narrative text

Crying Stone

In a small village, a very beautiful girl lived with her mother. Every day she put make-up and wore her best clothes. She didn't like to help her mother work in a field. The girl was very lazy.

One day, the mother asked the girl to accompany her to go to the market to buy some food. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. They were also curious. Behind the beautiful girl, there was an old woman with a simple dress.

"Hello, pretty lady. Who is the woman behind you?" asked them.

"She is my servant," answered the girl.

The mother was very sad, but she didn't say anything.

The girl and the mother met other people. She always said that her mother was her servant every time they meet people.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body.

"Mother, please forgive me!" she cried and asked her mother to forgive her.

But that's too late. Her whole body finally became a big stone. Until now people still can see tears falling down the stone. The stone is called crying stone or batu menangis.

Adapted from <http://ceritarakyatnusantara.com>



Picture <http://4.bp.blogspot.com/>

2. Social function

Narrative text is aimed at entertaining the readers. It entertains because it deals with the unusual and unexpected development of events.

3. Generic structure

Narrative text has three parts:

- Orientation

It sets the scene and introduces the participants and characters.

- Complication

It is a series of complications or crisis points which arise in the story.

- Resolution

The crisis is resolved, for better or for worse.

4. Language feature of narrative text

- Past tense

S+V2

- Time conjunctions: when, then, suddenly, next

- Direct and indirect speech

5. Common mistakes of the students in writing

- The Use Of Past Tense

S + V2

e.g. : The girl was very beautiful.

He bought the shoes.

- To infinitive

To + V1

e.g. : The mother asked the girl to accompany her to buy some food.

The mother liked to wear simple dress.

- Capitalization

Capital letters have to be used in the beginning of the sentence, when writing the name of a city, a person, 'I'.

- Agreement: were and was

Was	Were
She	They
He	You
It	We
I	

- In a sentence should have subject and verb

F. Method/ Technique

Genre-based Approach

G. Teaching and Learning Activities

1. Pre-teaching

- The teacher greets the students.
- The teacher leads the prayer.
- The teacher checks the attendance list.
- The teacher outlines the objectives of the learning process.

2. Whilst-teaching

Building Knowledge of the Text

- The teacher asks the students about previous materials
- The teacher asks some leading questions related to the materials.
- The teacher shows the students a picture about 'Crying Stone'.

Modelling of the Text

- The teacher gives a text entitled 'Crying stone'. (Appendix 2)
- The teacher asks the students to read the text.
- The teacher asks some students to read the text aloud.
- The teacher corrects the incorrect pronunciations of the students.
- The teacher leads the students discuss about the text.
- The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts.
- The teacher gives the students a task about deciding whether the statements provided are true or false. (Appendix 3)
- The teacher explains about the common errors and mistakes that the students do.

Joint Construction of the Text

- The teacher gives puzzle game to the students about finding some vocabularies related to the topic then translating into Bahasa Indonesia. (Appendix 1)
- The teacher lets the students to discuss the game in pairs.
- The teacher asks the students to present their result of the discussion.
- The teacher leads the students to discuss about the result of the game.
- The teacher leads the students to pronounce the vocabularies.
- The teacher asks the students to find the meaning of the vocabularies.
- The teacher leads the students to discuss about the meaning of the vocabularies.
- The teacher asks the students to write sentences using past tense, to infinitive, and agreement about were and was.

Independent Construction of the Text

- The teacher asks the students to write a story entitled 'Timun Emas' based on the pictures provided. (Appendix 4)

3. Post-teaching

- The teacher and students summarize the teaching.
- The teacher and students make reflection about the teaching.
- The teacher ends the class by saying a prayer.

H. Sources

1. Asmarandana, T. (n.d.). *Legenda Malin Kundang si Anak Durhaka dan 7 Dongeng Populer Lainnya*. Surabaya: Dua Media.
2. <http://ceritarakyatnusantara.com>.
3. Priyana, J., A. R. Iriyanti, and V. Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

I. Assessment

1. Technique: written performance
2. Assessment: Writing scoring rubrics

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited

(Continued)

(Continued)

Aspects	Level	Score	Criteria
			development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, nonsubstantive, not enough to evaluate
Organization	Excellent to very good	25-22	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to average	21-18	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	17-11	Non-fluent, ideas confused or isconnected lacks logical development and sequencing
	Very poor	10-5	Does not communicate, no organization, no enough to evaluate

(Continued)

(Continued)

Aspects	Level	Score	Criteria
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	10-5	Essentially translation, little knowledge of English
Mechanics	Excellent to very good	20-18	Exemplary Mechanics, may have minor errors in punctuation, capitalization, and spelling, need little or no editing
	Good to average	17-14	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair to poor	13-10	Limited mechanism, consistent errors of punctuation, capitalization,

(Continued)

(Continued)

Aspects	Level	Score	Criteria
			and spelling, impedes readability
	Very poor	9-7	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication

Yogyakarta, December 2013

The researcher,

Dwi Mufit Wijayanti

NIM.10202244023

Appendix 1

In pairs, find words in the puzzle. List your findings and write the meaning in Indonesian.

A	C	V	Z	Y	I	B	X	F	A	X	L	L	V	D
S	C	L	O	T	H	E	E	R	P	I	A	Q	H	R
K	L	I	V	V	D	H	C	M	E	E	T	Z	P	E
I	V	L	O	Q	Y	I	M	A	R	Y	E	M	A	S
L	A	Z	Y	U	P	N	C	R	S	K	C	T	R	S
Q	W	O	L	S	A	D	V	K	U	Z	M	T	K	L
T	E	G	W	S	S	Y	X	E	A	Z	F	O	O	D
E	I	O	R	S	E	G	U	T	D	K	R	X	F	Q
W	A	L	K	P	R	R	B	K	E	A	G	R	E	E
L	L	E	H	T	V	N	E	G	Y	W	S	W	A	C
M	A	L	X	L	A	O	A	D	M	I	R	E	Y	X
B	X	T	Z	C	N	I	U	X	P	U	E	X	S	S
F	D	E	W	P	T	Z	T	Y	M	D	I	I	Z	D
U	F	A	A	A	U	X	Y	C	U	R	I	O	U	S
H	Y	R	A	F	I	E	L	D	X	S	P	Q	P	D
S	E	E	Y	O	O	X	W	Q	Z	F	A	L	L	Z

1. Ask

= bertanya

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Appendix 2

In pairs, read the following text and answer the question.

Crying Stone

In a small village, a very beautiful girl lived with her mother. Every day she put make-up and wore her best clothes. She didn't like to help her mother work in a field. The girl was very lazy.

One day, the mother asked the girl to accompany her to go to the market to buy some food. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. They were also curious. Behind the beautiful girl, there was an old woman with a simple dress.



Picture <http://4.bp.blogspot.com/>

“Hello, pretty lady. Who is the woman behind you?” asked them.

“She is my servant,” answered the girl.

The mother was very sad, but she didn't say anything.

The girl and the mother met other people. She always said that her mother was her servant every time they meet people.

At last, the mother could not hold the pain anymore. She prayed to God to punish her daughter. Slowly, the girl's leg turned into stone. The process continued to the upper part of the girl's body.

“Mother, please forgive me!” she cried and asked her mother to forgive her.

But that's too late. Her whole body finally became a big stone. Until now people still can see tears falling down the stone. The stone is called crying stone or batu menangis.

Adapted from <http://ceritarakyatnusantara.com>

Appendix 3

Are the following statements true or false? Write 'T' if it is true and write 'F' if it is false. Correct the false statements. Look at the example.

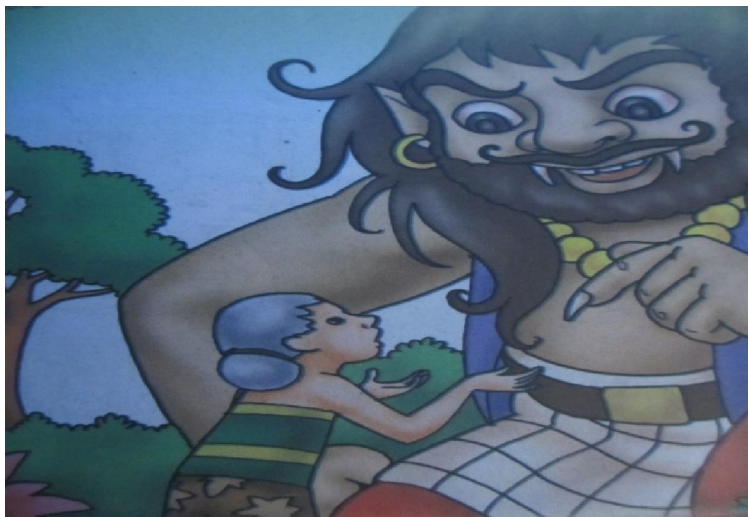
No.	Statements	T/F	Corrections
1.	The girl was very ugly.	<i>F</i>	<i>The girl was very beautiful.</i>
2.	The girl liked to help her mother to work in the field.		
3.	The mother asked the girl to accompany her to buy some foods.		
4.	In the market, the girl asked her mother to walk behind her.		
5.	The mother was sad when the girl asked her to walk behind the girl.		
6.	The mother liked to wear very good dress.		
7.	When somebody asked the girl who the woman behind her was, the girl did not admit that the woman was her mother.		
8.	The girl told the people that the woman walking behind her was her mother.		
9.	God answered the mother's pray to punish her daughter.		
10.	The girl and the mother finally lived happily.		

Appendix 4

*Individually, write a story about 'Timun Emas' based on the following picture series.
Use the provided clues to help you write the story.*



- Mbok Rondo
- A widow
- Live alone
- Have no children
- Have no husband
- Firewood



- Want to have a child
- Ask to a giant
- Make agreement



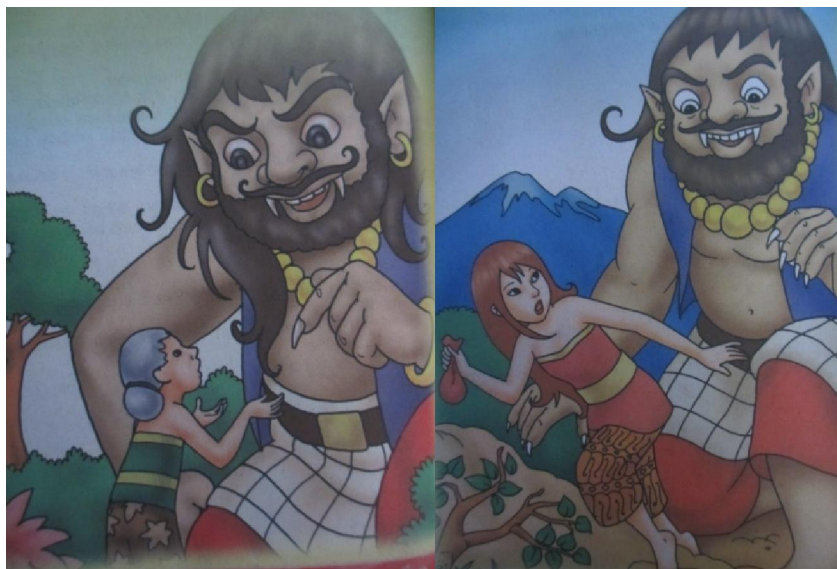
- Plant cucumber seeds
- Surprise
- A baby



- Grow up
- Beautiful girl
- Happy
- The giant want to take the girl
- Will come back three years later



- The giant want to take the girlWill come back three years later
- Cucumber seeds
- Needles
- Salt
- 'Terasi'



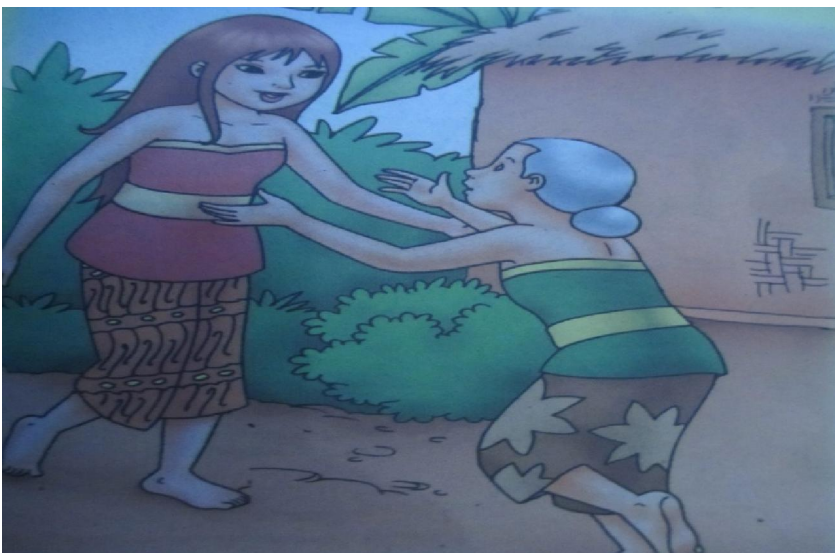
- Three years later
- Force to take Timun Emas
- Run away



- Spread cucumber seeds
- Eat all cucumbers
- Spread needles
- Become a brier
- Hurt the giant



- Spread salt
- Become an ocean
- Spread 'terasi'
- Become a swamp
- The giant died



- Safe from the giant
- Come back home
- Live happily

APPENDIX C: OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

Date : 24th of January 2014
 Meeting : 1 of Cycle 1
 Observer : Diah Ambarwati, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
	7. The teacher gives lead-in questions.			
B.	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher introduces a model of narrative text by giving them input text.			
	10. The students read the text.			Write the meaning of vocabularies related to the story.
	11. The teacher and the students discuss the generic structure and language features of the text.			Tell the moral values of the story.
	12. The teacher gives chances to the students to ask questions.			
	13. The students deliver the questions to the teacher.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. The teacher guides the students in every stage in the process of composing text.			
	16. The students use dictionary to help them in finding vocabulary.			
C.	Post-Teaching			
	17. The teacher summarize and reflects the lesson			
	18. The students reflect their learning			
	19. The teacher previews on the upcoming materials			
	20. The teacher ends the class by praying.			
D.	Class situation			
	21. The students have enthusiasms/motivation during the teaching process.			
	22. The students actively take parts in each class activity.			
	23. The time allocation is appropriate.			Please manage the time
	24. The media used by the teacher are sufficient in the teaching process.			
	25. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 24th of January 2014
 Meeting : 1 of Cycle 1
 Observer : Nofi Yulianti

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
	7. The teacher gives lead-in questions.			
B.	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher introduces a model of narrative text by giving them input text.			
	10. The students read the text.			
	11. The teacher and the students discuss the generic structure and language features of the text.			
	12. The teacher gives chances to the students to ask questions.			
	13. The students deliver the questions to the teacher.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. The teacher guides the students in every stage in the process of composing text.			
	16. The students use dictionary to help them in finding vocabulary.			
C.	Post-Teaching			
	17. The teacher summarize and reflects the lesson			
	18. The students reflect their learning			
	19. The teacher previews on the upcoming materials			
	20. The teacher ends the class by praying.			
D.	Class situation			
	21. The students have enthusiasms/motivation during the teaching process.			
	22. The students actively take parts in each class activity.			
	23. The time allocation is appropriate.			
	24. The media used by the teacher are sufficient in the teaching process.			
	25. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 30th of January 2014
 Meeting : 2 of Cycle 1
 Observer : Diah Ambarwati, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher gives students narrative text			
	10. The students read the text			
	11. The students actively participate in answering the tasks given by the teacher.			
	12. The teacher gives chances to the students to ask questions.			
	13. The students deliver questions to the teacher.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. In pairs, the students cooperate well in writing sentences based on picture series given by the teacher.			
C.	16. The teacher guides the students in every stage in the process of composing text.			
	17. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	18. The teacher summarize and reflects the lesson			
	19. The students reflect their learning			
D.	20. The teacher previews on the upcoming materials			
	21. The teacher ends the class by praying.			
	Class situation			
	22. The students have enthusiasms/motivation during the teaching process.			
	23. The students actively take parts in each class activity.			
	24. The time allocation is appropriate.			
	25. The media used by the teacher are sufficient in the teaching process.			
	26. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 30th of January 2014

Meeting : 2 of Cycle 1

Observer : Nofi Yulianti

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			Some students are not ready to say a prayer
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher gives students narrative text			
	10. The students read the text			
	11. The students actively participate in answering the tasks given by the teacher.			
	12. The teacher gives chances to the students to ask questions.			
	13. The students deliver questions to the teacher.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. In pairs, the students cooperate well in writing sentences based on picture series given by the teacher.			
C.	16. The teacher guides the students in every stage in the process of composing text.			
	17. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	18. The teacher summarize and reflects the lesson			
	19. The students reflect their learning			
D.	20. The teacher previews on the upcoming materials			
	21. The teacher ends the class by praying.			
	Class situation			
	22. The students have enthusiasms/motivation during the teaching process.			
	23. The students actively take parts in each class activity.			
	24. The time allocation is appropriate.			
	25. The media used by the teacher are sufficient in the teaching process.			
	26. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 6th of February 2014
 Meeting : 3 of Cycle 1
 Observer : Diah Ambarwati, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The students actively participate in answering the tasks given by the teacher.			
	10. The teacher gives chances to the students to ask questions.			
	11. The students deliver questions to the teacher.			
	12. The teacher leads the students to discuss about the story that the students have to write.			
	13. The teacher helps the students to brain storm the story that the students have to write.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. The students do the task well in writing a task based on picture series given by the teacher.			
C.	16. The teacher guides the students in every stage in the process of composing text.			
	17. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	18. The teacher summarize and reflects the lesson			
	19. The students reflect their learning			
D.	20. The teacher previews on the upcoming materials			
	21. The teacher ends the class by praying.			
	Class situation			
	22. The students have enthusiasms/motivation during the teaching process.			
	23. The students actively take parts in each class activity.			
	24. The time allocation is appropriate.			
	25. The media used by the teacher are sufficient in the teaching process.			
	26. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 6th of February 2014

Meeting : 3 of Cycle 1

Observer : Nofi Yulianti

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The students actively participate in answering the tasks given by the teacher.			
	10. The teacher gives chances to the students to ask questions.			
	11. The students deliver questions to the teacher.			
	12. The teacher leads the students to discuss about the story that the students have to write.			
	13. The teacher helps the students to brain storm the story that the students have to write.			
	14. The students are motivated in doing the writing tasks given by the teacher.			
	15. The students do the task well in writing a task based on picture series given by the teacher.			
C.	16. The teacher guides the students in every stage in the process of composing text.			
	17. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	18. The teacher summarize and reflects the lesson			
	19. The students reflect their learning			
D.	20. The teacher previews on the upcoming materials			
	21. The teacher ends the class by praying.			
	Class situation			
	22. The students have enthusiasms/motivation during the teaching process.			
	23. The students actively take parts in each class activity.			
	24. The time allocation is appropriate.			
	25. The media used by the teacher are sufficient in the teaching process.			
	26. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 14th of February 2014
 Meeting : 1 of Cycle 2
 Observer : Diah Ambarwati, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials.			
	9. The teacher tells the activities that will be the students do.			
	10. The teacher give puzzle game to the students.			
	11. The teacher explain the game clearly.			
	12. The students enthusiast in doing the game.			
	13. The students run game well.			
	14. The teacher gives a narrative text.			
	15. The students read the text.			
	16. The students use dictionary to help them in finding vocabularies.			
	17. The teacher and the students discuss about the text and the task.			
	18. The students do the task well.			
C.	19. The teacher gives the students chances to deliver questions.			
	20. The students deliver questions to the teacher.			
	Post-Teaching			
	21. The teacher summarize and reflects the lesson.			
D.	22. The students reflect their learning.			
	23. The teacher previews on the upcoming materials			
	24. The teacher ends the class by praying.			
	Class situation			
	25. The students have enthusiasms/motivation during the teaching process.			
	26. The students actively take parts in each class activity.			
	27. The time allocation is appropriate.			
	28. The media used by the teacher are sufficient in the teaching process.			
	29. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 14th of February 2014
 Meeting : 1 of Cycle 2
 Observer : Nofi Yulianti

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials.			
	9. The teacher tells the activities that will be the students do.			
	10. The teacher give puzzle game to the students.			
	11. The teacher explain the game clearly.			
	12. The students enthusiast in doing the game.			
	13. The students run game well.			
	14. The teacher gives a narrative text.			
	15. The students read the text.			
	16. The students use dictionary to help them in finding vocabularies.			
	17. The teacher and the students discuss about the text and the task.			
	18. The students do the task well.			
C.	19. The teacher gives the students chances to deliver questions.			
	20. The students deliver questions to the teacher.			
	Post-Teaching			
	21. The teacher summarize and reflects the lesson.			
D.	22. The students reflect their learning.			
	23. The teacher previews on the upcoming materials			
	24. The teacher ends the class by praying.			
	Class situation			
	25. The students have enthusiasms/motivation during the teaching process.			
	26. The students actively take parts in each class activity.			
	27. The time allocation is appropriate.			
	28. The media used by the teacher are sufficient in the teaching process.			
	29. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 28th of February 2014
 Meeting : 2 of Cycle 2
 Observer : Diah Ambarwati, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher gives clear explanation about the materials.			
	10. The teacher gives chances to the students to ask questions.			
	11. The students deliver questions to the teacher.			
	12. The teacher gives clear instruction about the task.			
	13. The teacher leads the students to discuss about the story that the students have to write.			
	14. The teacher helps the students to brain storm the story that the students have to write.			
	15. The students are motivated in doing the writing task given by the teacher.			
	16. The students do the task well in writing a task based on picture series given by the teacher.			
C.	17. The teacher guides the students in every stage in the process of composing text.			
	18. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	19. The teacher summarize and reflects the lesson			
	20. The students reflect their learning			
D.	21. The teacher previews on the upcoming materials			
	22. The teacher ends the class by praying.			
	Class situation			
	23. The students have enthusiasms/motivation during the teaching process.			
	24. The students actively take parts in each class activity.			
	25. The time allocation is appropriate.			
	26. The media used by the teacher are sufficient in the teaching process.			
	27. The teacher's instructions are clear.			

OBSERVATION CHECKLIST

Date : 28th of February 2014
 Meeting : 2 of Cycle 2
 Observer : Nofi Yulianti

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

N o.	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets the students.			
	2. The students respond to the greeting addressed by the teacher.			
	3. The teacher asks the students' condition.			
	4. The students tell their condition to the teacher.			
	5. The teacher leads the prayer.			
	6. The teacher explains the goal of the teaching and learning.			
B.	7. The teacher gives lead-in questions.			
	Whilst-teaching			
	8. The students are ready to learn the materials			
	9. The teacher gives clear explanation about the materials.			
	10. The teacher gives chances to the students to ask questions.			
	11. The students deliver questions to the teacher.			
	12. The teacher gives clear instruction about the task.			
	13. The teacher leads the students to discuss about the story that the students have to write.			
	14. The teacher helps the students to brain storm the story that the students have to write.			
	15. The students are motivated in doing the writing task given by the teacher.			
	16. The students do the task well in writing a task based on picture series given by the teacher.			
C.	17. The teacher guides the students in every stage in the process of composing text.			
	18. The students use dictionary to help them in finding vocabulary.			
	Post-Teaching			
	19. The teacher summarize and reflects the lesson			
D.	20. The students reflect their learning			
	21. The teacher previews on the upcoming materials			
	22. The teacher ends the class by praying.			
	Class situation			
	23. The students have enthusiasms/motivation during the teaching process.			
	24. The students actively take parts in each class activity.			
	25. The time allocation is appropriate.			
	26. The media used by the teacher are sufficient in the teaching process.			
	27. The teacher's instructions are clear.			

APPENDIX D: VIGNETTE

VIGNETTE

Observation in English teaching and learning process of Class VIII-A SMP N 1 Sewon (November 15th, 2013)

The teacher greeted the students at the beginning of the class. She asked “Good morning, students. How are you?” The students answered “Good morning. I’m fine. And you?” “Fine. Thanks”, the teacher answered. Then, she gave the researcher lesson plan that would be used in the teaching and learning process and asked the researcher to sit down behind the class.

First of all, she checked the attendance list at the beginning of the class. After that, she asked the students “Where did you go last holiday, Mas/Mba?” No one answered the question. She translated into Bahasa Indonesia, “Saya bertanya, kemana kamu pergi pas liburan terakhir, Mas/Mba?” Then, she asked one of the students “Where did you go last holiday, Mas?” The student answered “Prambanan”. She asked the same question to the other students. After that, she presented a recount text in a very large paper. She asked a volunteer to read aloud the text but no one wanted to read the text.

Next, after the students read the text the teacher explained that they would learn about recount text that day. She explained about what recount text is, the generic structure of recount text, and the tense used in recount text. The students seemed passive at that time even when the teacher gave a chance to have any questions or opinion.

Then, the teacher asked the students to rearrange jumbled paragraph in a group of four. The teacher monitored all of the students while they were doing the task. After finishing the task, the leader of the group was asked to write the result of the discussion on the whiteboard. All of the students did the task correctly. After that, the teacher gave another task to the groups which was rearrange jumbled paragraph once again. However, they had to stick the result of the discussion on color paper and then one of the members of the group should read

aloud the text. Most of the students did many mistakes and errors while reading the text. However, the teacher seemed did not pay attention to the mistakes that the students did. She did not give any correction when the students mispronounce some words.

At the end of the class, the teacher asked the students to write their own recount text at home. Finally, she closed the class by giving conclusion about what they had learnt that day. Once again, the students did not have any questions when she asked “Any questions?” She then closed the class before the bell rang.

APPENDIX E: FIELD NOTES

FIELD NOTES

No : FN. 01-11/11/2014
 Date : Monday, November 11th, 2013
 Time : 07.15
 Place : SMP Negeri 1 Sewon
 Activity : Asking Permission to do Observation
 HM : The Head Master
 PR : The Public Relation
 ET : The English Teacher
 R : The Researcher
 C : The Collaborator

No.	Description
1.	R and C arrived at the school at 07.15.
2.	A teacher asked R what was the purpose to come to the school. R explained to the teacher that R would ask permission to conduct an observation in the English teaching and learning process in the school.
3.	The teacher told that R should asked permission to HM.
4.	R met the head master in the teacher room and explained about the purpose of the permission. HM asked R to met PR in PSB room first.
5.	R and C met PR at PSB room. R gave letter permission from the campus.
6.	R explained the research to PR
7.	PR asked R and C to wait PR because PR wanted to meet ET.
8.	PR said that R and were allowed to conduct the research at the school. R and C should meet ET at teacher office.
9.	R and C met ET at teacher office. R explained the research that she was going to conduct. R asked permission to do teaching and learning process observation. ET let R to do teaching and learning observation on Friday at 07.00.

10.	R and C thanked ET and then went home.
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No : FN. 02-15/11/2014
 Date : Friday, November 15th, 2013
 Time : 07.15
 Place : SMP Negeri 1 Sewon
 Activity : Teaching and Learning Observation
 ET : The English Teachers
 R : The Researcher
 Ss : The Students

No.	Description
1.	R arrived at school at 6.50.
2.	R met ET at teacher office.
3.	ET gave the researcher lesson plan that would be used in the teaching and learning process and asked the researcher to sit down behind the class.
4.	ET checked the attendance list at the beginning of the class.
5.	ET asked the students “Where did you go last holiday, Mas/Mba?” No one answered the question. ET translated into Bahasa Indonesia, “Saya bertanya, kemana kamu pergi pas liburan terakhir, Mas/Mba?” Then, ET asked one of Ss “Where did you go last holiday, Mas?” Ss answered “Prambanan”. ET asked the same question to the other students. After that, ET presented a recount text in a very large paper. She asked a volunteer to read aloud the text but no one wanted to read the text.
6.	ET explained about what recount text is, the generic structure of recount text, and the tense used in recount text. Ss seemed passive at that time even when ET gave a chance to have any questions or opinion.
7.	ET asked Ss to rearrange jumbled paragraph in a group of four. ET

	monitored all of Ss while they were doing the task.
8.	After finishing the task, the leader of the group was asked to write the result of the discussion on the whiteboard. All of Ss did the task correctly.
9.	After that, ET gave another task to the groups which was rearrange jumbled paragraph once again. However, they had to stick the result of the discussion on color paper and then one of the members of the group should read aloud the text. Most of Ss did many mistakes and errors while reading the text. However, ET seemed did not pay attention to the mistakes that Ss did. She did not give any correction when Ss mispronounce some words.
10.	At the end of the class, ET asked Ss to write their own recount text at home. Finally, she closed the class by giving conclusion about what they had learnt that day. Once again, Ss did not have any questions when she asked “Any questions?” She then closed the class before the bell rang.
11.	R interviewed two students to identify the skills that were low or still needed improvement.
12.	R interviewed ET about the weaknesses of Ss’ four skills in English.
13.	R discussed with ET about the research that would be conducted by R.

No : FN. 03/23/01/2014
 Date : January 23rd, 2014
 Time : 07.15
 Place : SMP Negeri 1 Sewon
 Activity : Pre Test
 R : The Researcher
 C : The Collaborator
 ET : The English Teacher
 Ss : The Students

No.	Description
1.	R arrived at the school at 08.10
2.	R met T in the teacher room.
3.	ET let R to come to class VIII A.
4.	R greeted Ss and asked about Ss' condition. Ss responded R's greeting.
5.	R introduced herself and C. R explained that she would conduct a research about improving the students' writing skills of grade VIII SMP Negeri 1 Sewon by using picture series. Ss welcomed the purposes of the research.
6.	R explained that that day there would be a pre-test. R explained the aims of the pre test.
7.	R gave Ss worksheets that Ss should do.
8.	R explained what Ss should do. R asked Ss to write one of provided list of stories about one of Indonesian legend in English. Ss had 60 minutes to finish the work. Most of Ss did not look happy to hear what they should do. "Hah? Bahasa Inggris?" ("What? In English?"), said one of them.
9.	Ss were allowed to use dictionary. Ss who did not bring dictionary went to library to borrow dictionaries.
10.	Most of Ss looked confuse to decide what the story that they would write.

11.	R looked around the class to check Ss' works. Also T did.
12.	The class was noisy because Ss asked the other Ss when they did not know some words in English. Ss looked so confuse to write. Most of them said that they did not know the stories and did not have any ideas to write the story.
13.	Some of Ss asked R and C about some words in English. R and C did not tell Ss directly. Ss had to find the words in the dictionary.
14.	There only 5 minutes left. Most of Ss did not finish their works yet. R asked Ss to collect their works. The class was noisier.
15.	Time was up. R asked Ss had to submit their works although they did not finished yet. All Ss submitted their work.
16.	R thanked Ss because Ss were willing to participate in the research.
17.	R told Ss about the next meeting agenda.
18.	R closed the class.

No : FN. 04-24/01/2014
 Date : January 24th, 2014
 Time : 07.15
 Place : SMP Negeri 1 Sewon
 Activity : Meeting 1 Cycle 1
 R : The Researcher
 ET : The English Teacher
 C : The Collaborator
 Ss : The Students

No.	Description
1.	R arrived at the school at 06.50. R then met ET in the teacher room. T asked to R to wait for awhile because the bell did not ring yet.

2.	The bell rang. R came to the class. ET and C sat at the back and observed the teaching and learning process.
3.	R greeted and asked Ss condition. Then R started the class by saying a prayer.
4.	R checked the attendance list by calling Ss one by one.
5.	R asked "Do you like stories?" "Yes, Miss", said some of Ss. "What kind of story do you like?" "Horror" "Romantis" "Rapunzel" answered Ss.
6.	R showed Ss pictures. "Do you know what the stories are?" "Cinderella and Snow White Miss", some of Ss answered. "Yes, great." Those are the stories about Snow White and Cinderella." R asked Ss whether they can write such a stories or not. "Kalo bahasa Inggris susah, Mba. (If it is in English, it's difficult, Miss.) said one of Ss.
7.	R wrote "Narrative Text" on the white board. R asked Ss "Anybody know what narrative text is?" "Story" one of Ss said. "Yes, that's right". R began to explain that that day they would learn how to write narrative text.
8.	R explained the definition of narrative text. Then R asked Ss what the examples of narrative text that Ss know. R wrote the explanation and the examples of narrative text on the white board.
9.	R asked Ss if the explanation from R clear or not. However, there was no response from Ss because they focus to rewrite the explanation that R wrote on the white board.
10.	R gave Ss input text about 'Snow White'. R asked Ss to read briefly.
11.	R asked volunteer to read the text loudly, but there was no response from Ss. R then chose one of Ss. R corrected mispronounce words.
12.	R asked Ss whether they bring a dictionary or not.
13.	R leaded Ss to discuss about the text. R and Ss identified the generic structure of the text. To make the explanation clearer, R used Bahasa

	Indonesia. Then, R leaded Ss to discuss about the content of each paragraph.
14.	R corrected the mispronounce 'live' of one of Ss. R explained the differences of pronouncing 'life' and 'live' and the meaning of those words.
15.	R checked Ss' comprehension about the generic structure of narrative text once again.
16.	R leaded Ss to discuss the language features of narrative text (past tense, time conjunction). R asked Ss to find examples of past tense and time conjunctions used in the text given before.
17.	R gave a task to Ss. R explained about the task.
18.	R went around the class to check Ss work.
19.	R asked whether Ss already finished their work. "Have you finished your work?" Some of Ss still did not finished yet. R gave another some minutes to Ss to finish the work.
20.	R and Ss discussed the task. R asked volunteers to answer the task.
21.	R gave the second task to Ss. R explained how to do the task. Ss were given jumbled-paragraphs and jumbled-pictures. Ss had to re-arrange the pictures and match them with the correct pictures. Then, they had to stick the pictures and the paragraphs on a piece of paper. Ss did the task enthusiastically.
22.	The time was up. R gave short summary of that day's activities. Then, R explained the next meeting's agenda.
23.	R closed the class and said good bye to Ss.

No : FN. 05-31/1/2014
 Date : January 31st, 2014
 Time : 08.15
 Place : SMP Negeri 1 Sewon
 Activity : Meeting 2 Cycle 1
 R : The Researcher
 C : The Collaborator
 ET : The English Teacher
 Ss : Students

No.	Description
1.	R arrived at the school at 08.10
2.	R greeted Ss then began the class by saying a prayer. R checked the attendance list by calling the name one by one.
3.	R recalled Ss' understanding about the previous materials. "Do you still remember what narrative text is?" "Cerita, eh story, Miss." One of Ss answered. "A text that tells a story, Miss." "Great! Yes, narrative text is a text that tells us a story. So, do you still remember the generic structure of narrative texts?" then, Ss answered the question correctly.
4.	R gave the result of Ss' previous task to be discussed. R leaded Ss to discuss the text. Most of Ss did not familiar with the text. R explained briefly about content and the generic structure of the text.
5.	R explained the activities that Ss would do that day.
6.	R gave Ss a text. R asked Ss to read the text briefly. Meanwhile, R wrote list of vocabularies on the whiteboard. Then, R asked Ss to look for the meaning of the words in the dictionary.
7.	Finishing finding the meaning of the words given by R, Ss were asked to do the next task which was answering the questions related to the text in pairs. Ss had to finish the task in ten minutes. Then, R leaded Ss to share the

	answer with the class.
8.	R asked volunteer to answer the questions. Not all of the students were actively answer the questions. R then gave rewards to the active students. By giving Ss plus point as a reward, some Ss to be more active.
9.	R gave another task to Ss that was writing a story about sleeping beauty based on the provided picture series. Some of Ss were complaining when R gave the task since that did not know the story. “Yah, ngerti ceritane wae ora. (I don’t even know the story)”.
10.	R explained what Ss had to do, “You just have to write the story based on the pictures here. You don’t have to know the story well. The pictures will be your clues to write the story”. Then R leaded Ss to discuss the pictures one by one. Most of Ss involved in the discussion. They gave comments to the pictures and guessed the story of each picture. They looked very enthusiastic.
11.	R asked Ss to do the task in a group of four, but some students prefer to do the task individually.
12.	There was just 5 minutes left. Ss had to collect the task.
13.	R summarized the lesson that day and explained what the next agenda’s meeting was.
14.	R gave opportunity to Ss to ask questions. There was no question from Ss, so R closed the meeting.

No : FN. 06-07/02/2014
 Date : February 7th , 2014
 Time : 06.45
 Place : SMP Negeri 1 Sewon
 Activity : Meeting 3 Cycle 1
 R : The Researcher
 C : The Collaborator
 Ss : Students

No.	Description
1.	R arrived at the school at 08.10
2.	R greeted Ss then began the class by saying a prayer. Then R checked the attendance list by calling the name one by one.
3.	The atmosphere of the class began to be noisy because the teacher could not stay at the class and observed the teaching and learning process.
4.	R gave a chance to Ss to ask questions about the previous task.
5.	One of Ss asked if we could use present continues tense in narrative text. R gave a chance to other Ss to answer the questions but none of them wanted to answer the question. Then, R answered the question by explaining about direct and indirect speech.
6.	R gave feedback to Ss' previous works and asked them "What do you think about the feedback I gave to you?". A student said "Wah, banyak merah – merahnya, Miss." "That means you still made many mistakes when you wrote." Then, R gave brief explanation about the errors and mistakes that Ss commonly did.
7.	R explained about that day's agenda. R informed that Ss had to write a story about 'The Shoe Maker and the Elves'.
8.	R gave Ss picture series about the story. R divided the class into six groups. Each group contained four students.

9.	R explained the rules of the task. Every group should identify the picture then they had to predict the words that might appear.
10.	R and C walked around to check Ss' works.
11.	The bell rang. Ss were allowed to have a break.
12.	After the break Ss continued the discussion with the group.
13.	The time for discussion was up. Ss should write the result of the discussion on the whiteboard. R leaded the discussion to check the students work.
14.	After checking Ss' work, R asked Ss to rewrite the correct answer on their book.
15.	R gave another task to Ss. Ss had to write a story based on the picture series given before and based on the clues/words they wrote in the previous task.
16.	There was just 5 minutes left. Ss had to collect the task.
17.	R summarized the lesson that day and explained what the next agenda's meeting was.
18.	R gave opportunity to Ss to ask questions. There was no question from Ss, so R closed the meeting.

No : FN. 07-21/02/2014
 Date : February 21st, 2014
 Time : 06.45
 Place : SMP Negeri 1 Sewon
 Activity : Meeting 1 Cycle 2
 R : The Researcher
 C : The Collaborator
 Ss : The Students

No.	Description
1.	R arrived at the school at 06.50.
2.	R greeted Ss and asked Ss' condition then began the class by saying a prayer. Then R checked the attendance list by calling the name of Ss one by one.
3.	R recalled Ss' understanding about the previous materials. Ss responded the question well.
4.	"What do you think about writing? Is it fun?" asked R. "Bosen lah, Miss nulis terus. Mbok game aja. (I'm bored to writing over and over again. How about game?)" said one of Ss. "Okay, there will be a game for today." Ss looked very happy.
5.	R explained the rules of the game. Ss had to find out 20 words in a puzzle in pairs in five minutes.
6.	After finishing the puzzle, Ss had to form a queue. Each of the queues had to write the words on the whiteboard. The winner of the game was the group that finished writing the words first. Ss looked very enthusiastic while doing the game.
7.	R leaded Ss to discuss the result of the game.
8.	R asked Ss to rewrite the list of words on their book.
9.	R gave rewards to the winner of the game.

10.	R distributed text entitle 'Crying Stone' to Ss. R asked Ss to read the text briefly then underlined the words that could be found on the game.
11.	R leaded Ss to discuss about the text. "Are you familiar with the story?" One of Ss said, "Baru tau sekarang. (I just know the story now)" R explained that the story was almost the same as 'Malin Kundang'.
12.	R asked volunteer to read the first paragraph aloud.
13.	R asked what the first paragraph was talking about. Some of Ss answer correctly. Then the discussion of the next paragraphs was done at the same way.
14.	R asked whether any difficult words or not. Ss answered "No, Miss."
15.	R asked the moral values from the text. "What can be learnt from the story?" Ss said "Gak boleh sombong" "Harus sayang sama ibu" "Gak boleh durhaka, Miss." (We must not be arrogant, have to love our mother, must not be rebellious).
16.	R gave another task to Ss. R explained the instructions to do the task. Ss should decide whether the statements are correct or incorrect.
17.	After finishing the task, Ss still had a couple minutes to ask some questions. However, there was no question addressed for R.
18.	R summarized the lesson that day and explained what the next agenda's meeting was.
19.	R gave opportunity to Ss to ask questions. There was no question from Ss, so R closed the meeting.

No : FN. 08-28/02/2014
 Date : February 28th , 2014
 Time : 06.50
 Place : SMP Negeri 1 Sewon
 Activity : Meeting 2 Cycle 2
 R : The Researcher
 C : The Collaborator
 Ss : The Students

No.	Description
1.	R arrived at the school at 06.50.
2.	R greeted Ss and asked Ss' condition then began the class by saying a prayer. Then R checked the attendance list by calling the name of Ss one by one.
3.	R recalled Ss' understanding about the previous meeting activities, "What have we learned in the previous meeting?" Ss responded the question well. "Game, Crying stone".
4.	R explained that that day's agenda was writing a story. However, before Ss wrote a text R explained the common mistakes that Ss did in writing.
5.	R distributed the result of the previous tasks to Ss.
6.	R explained the common mistakes. "What do you think about your writing?" "Banyak merah – merahnya, Miss. (There are a lot of red marks, Miss.)" R explained that the common mistakes that Ss did were the use of past tense, to infinitive, and capitalization.
7.	R distributed the task that was writing a narrative text entitled 'Timun Emas'. "Seperti janji saya minggu kemarin kalau hari ini kalian akan menulis sebuah cerita. (Like I promised last week you that today you are going to write a story)." Some Ss complained about the task but they still wanted to do the task.

8.	R explained the instruction of the task. Ss should write a story about 'Timun Emas' based on the provided picture series and clues.
9.	Ss paid attention to the explanation of the task. Ss understand well about the pictures and the clues.
10.	"Are you ready to write?" R asked. Some students said "Yeeeeesss". Some others said "Noooooo". Ss had to finish the work in 60 minutes.
11.	R distributed the answer sheet to Ss.
12.	R checked whether all of Ss brought dictionary or not. Ss who did not bring dictionary were allowed to borrow dictionary at the library.
13.	R and C walked around the class to check Ss work.
14.	Most of Ss asked C and R about the words that they did not know.
15.	Because the time was almost up and Ss did not finish the work yet, the task should be submitted at the next meeting.
16.	R remained that Ss were not allowed to cheat or copy from the internet.
17.	R explained the next meeting agenda which was post test. Ss should prepare themselves because they had to write a story without any clues or pictures.
18.	R summarized the lesson that day and explained what the next agenda's meeting was.
19.	R gave opportunity to Ss to ask questions. There was no question from Ss, so R closed the meeting.

No : FN. 09-07/03/2014
 Date : March 7th, 2014
 Time : 06.50
 Place : SMP Negeri 1 Sewon
 Activity : Post-Test
 R : The Researcher
 C : The Collaborator
 ET : The English Teacher
 Ss : The Students

No.	Description
1.	R arrived at the school at 06.50.
2.	R greeted Ss and asked Ss' condition then began the class by saying a prayer. Then R checked the attendance list.
3.	R asked Ss to submit the previous task.
4.	R asked Ss whether they remember that day's agenda or not. "Do you still remember what I said last meeting about today's agenda?" "No," "Apa yah? Gak inget e, Miss. (That was that, I don't remember that)". Ss pretended that they did not remember what that day's agenda was.
5.	R distributed the worksheet to Ss.
6.	R gave instructions about the post test. Most of Ss listened carefully about R explanation about the post test.
7.	Ss had to write a story without any clues or pictures in 60 minutes.
8.	R gave a change to Ss to ask questions before the post test was begun. "Mba, kalo ceritanya ngarang sendiri boleh ga?" "Boleh, tapi harus yang dari luar negeri ya, tidak boleh cerita dari Indonesia. Dan ngga boleh 'Sleeping Beauty' soalnya kan udah pernah buat latihan di pertemuan sebelumnya." (Miss, Is it okay f I want to create my own story? You may, but the stories have to be from the overseas, have not been from Indonesia.

	Moreover, You are not allowed to write Sleeping Beauty because you ever wrote the story at the previous meeting.)
9.	R and C walked around the class to check the work of Ss.
10.	Ss looked faster in brainstorming compared with the previous meetings.
11.	Most of Ss asked R and C when they did not know or were not sure about some words in English.
12.	Ss did the work well and quietly.
13.	When Ss still had 15 minutes left, some of Ss had finished their work.
14.	Time was up. Ss had to collect the work. Most of the students finished the work well.
15.	R thanked Ss because they were willing to be the participant of the research.
16.	R apologized if there were a lot of mistakes or errors when R conducted the teaching and learning process.
17.	R took pictures with Ss before ended the meeting.
18.	R gave some merchandise for Ss.
19.	R ended the class by saying a prayer.
20.	R met PR at PSB room. R thanked her that R was allowed to conduct the research at SMP Negeri 1 Sewon.
21.	R gave merchandise to PR and to the school.
22.	R met ET at teacher room.
23.	R, C, and ET had a discussion about the whole actions that R had done to Ss. ET said that the actions were very good for improving the students writing skills. ET also said that Ss' writing skill already improved after the actions.
24.	R thanked ET.
25.	The research was done well.

APPENDIX F: INTERVIEW GUIDELINES AND TRANSCRIPTS

PRELIMINARY INTERVIEW

INTERVIEW WITH THE TEACHER

No.	Questions
1.	Apakah metode yang Anda pakai dalam mengajar Bahasa Inggris di kelas?
2.	Apa saja kesulitan Anda dalam mengajar di kelas?
3.	Bagaimana kemampuan Bahasa Inggris para siswa?
4.	Skill siswa manakah yang paling lemah?
5.	Darimana saja sumber belajar yang Anda pakai?
6.	Media apa saja yang biasa Anda pakai?
7.	Apa saja hambatan atau kesulitan Anda dalam mengajar Bahasa Inggris?

INTERVIEW WITH THE STUDENTS

No.	Questions
1.	Bagaimana cara guru mengajar di kelas?
2.	Apa pendapatmu mengenai cara mengajar gurumu?
3.	Bagaimana kemampuan Bahasa Inggrismu?
4.	Skill apa yang menurutmu paling susah?
5.	Mengapa skill tersebut susah?
6.	Media apa saja yang biasa guru pakai?
7.	Apa saja hambatan atau kesulitanmu dalam belajar Bahasa Inggris?
8.	Pembelajaran Bahasa Inggris seperti apa yang kamu harapkan?

INTERVIEW AFTER IMPLEMENTING THE ACTIONS

INTERVIEW WITH THE TEACHER

No.	Questions
1.	Bagaimana menurut Ibu mengenai penggunaan picture series dalam pembelajaran writing?
2.	Apakah picture series dapat meningkatkan kemampuan menulis siswa? Jika iya, apa saja aspek writing yang meningkat?
3.	Bagaimana dengan aspek lain seperti motivasi dan the students' attitudes, apakah meningkat?
4.	Apakah yang harus diperbaiki dalam implementasi picture series selanjutnya?

INTERVIEW WITH THE STUDENTS

No.	Questions
1.	Bagaimana menurut Ibu mengenai penggunaan picture series dalam pembelajaran writing?
2.	Apakah picture series dapat meningkatkan kemampuan menulismu? Jika iya, apa saja aspek writing yang meningkat?
3.	Bagaimana pendapatmu mengenai pembelajaran Bahasa Inggris setelah implementasi picture series?
4.	Apakah yang harus diperbaiki dalam implementasi picture series selanjutnya?

INTERVIEW TRANSCRIPT

STUDENTS' INTERVIEW TRANSCRIPTS

No : 01

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, November 11th, 2013

Time : 08.45

Place : Teachers' Office

R : 'Pagi dek, namanya siapa?'

(‘Good morning. What’s your name?’)

S1 : 'Dilla.'

(‘Dilla.’)

S2 : 'Arifin, Mba.'

(‘Arifin, Miss.’)

R : 'Aku Mufit. Dari UNY. Gini dek, aku kan tadi baru observasi pembelajaran bahasa Inggris buat skripsiku.'

(‘I’m Mufit. I’m from UNY. I just did English teaching and learning observation for my thesis.’)

S1 : 'Oh gitu, Mba.'

(‘Alright, Miss.’)

R : 'Iya dek. Jadi aku mau tanya – tanya dikit boleh?'

(‘Right, so may I ask some questions?’)

S1 & 2 : 'Boleh, Mba'.

(‘That’s okay, Miss.’)

R : 'Gini dek, menurut kalian gimana pembelajaran bahasa Inggris itu gimana?'

- (‘Well, what do you think about the English teaching and learning?’)
- S1 : ‘Ada yang gampang sama ada yang susah juga sih, Mba.’
(‘I think some are easy but some others are difficult.’)
- R : ‘Kalo menurut Arifin gimana?’
(‘What do you think, Arifin?’)
- S2 : ‘Sama sih, Mba.’
(I have the same opinion.)
- R : ‘Em, terus yang susah bagian apa?’
(Um, what’s part do you think difficult.’)
- S1 : ‘Maksudnya gimana, Mba?’
(‘What do mean, Miss?’)
- R : ‘Kan kalo bahasa Inggris tuh ka nada empat skills yang harus dipelajari, ada listening, speaking, reading sama writing. Nah menurut kalian yang susah tuh skill yang mana?’
(‘In English are there four skills that should be mastered. There are listening, speaking, reading and writing. So, what skill do you thing the most difficult is?’)
- S1 : ‘Mmmm, susah semua sih sebenarnya, Mba. Hehe
(‘Um, I think that all of them are difficult, Miss.’)
- S2 : ‘Iya, Mba. Susah semua sebenarnya.
(‘That’s right, Miss. I think all of them are difficult.’)
- R : ‘Oh gitu. Susahnya gimana?’
(‘Well, how this can be difficult?’)
- S2 : ‘Misal kaya suruh ndengerin dalam bahasa Inggris tuh susah nangkep artinya tuh apa. Terus kalo reading juga pas baca itu kalo kita gak tau arti kata – katanya itu. Apalagi kalo disuruh nulis, Mba, susah itu, Mba.
(‘For example when we have to listen in English, that was difficult to catch what was that. Then, when I am reading I don’t know the meaning of some words. Moreover, when I asked to write, I think that’s hard.’)

- R : 'Oh gitu. Emang kalo kesulitan pas kalian nulis itu apa?'
(‘Alright, what are difficulties when you are writing?’)
- S2 : 'Ya kan susah gitu lho, Mba kalo disuruh cari ide gitu. Apalagi banyak kata yang kita nggak tau dalam bahasa Inggris gitu.
(‘I feel hard when I have to get some ideas. Moreover, there some words that I don’t know in English.’)
- R : 'Kalo menurut Dilla gimana? Writing itu sulit ngga?'
(‘What about you, Dilla? Is writing difficult for you?’)
- S1 : 'Lumayan susah sih, Mba. Ya itu kadang kalo misal kita disuruh nulis cerita tuh kita ga tau mau nulis apa. Bingung gitu lah, Mba.
(‘I think so, Miss. Sometimes when we are asked to write a story, we don’t know what we should write. That’s confusing.’)
- R : 'Oh gitu. Jadi menurut kalian writing tuh susah ya?'
(‘Alright, so, you think that writing is difficult, right?’)
- S1 & S2 : (Mengangguk)
(Nodding)
- R : 'Kalo dibanding sama tadi listening, speaking sama reading, susah mana?'
(‘If it is compared with listening, speaking, and writing, what’s the most difficult?’)
- S1 : 'Gimana ya? Writing kali ya, Mba.'
(‘Um, I think that’s writing, probably, Miss.’)
- R : 'Oh gitu. Terus kalo pembelajaran bahasa Inggris yang menurut kalian harapkan gimana?'
(‘Alright. Then, what is your expectation about English teaching and learning?’)
- S1 : 'Gimana ya, Mba? Mungkin yang jangan spaneng gitu lah. Yang fun. Hehe.'
(‘I think that should be fun.’)
- R : 'Oke. Terus menurut kalian pas guru bahasa Inggris kalian ngajar gimana? Udah jelas apa kurang gimana?'

(‘Okay. Next, what do you think about your English teacher performance? Was that clear or not?’)

S1 : ‘Mmm, udah cukup sih kayaknya, Mba. Hehe
(‘Um, I think that’s good enough, Miss.’)

R : ‘Alright, sepertinya itu aja yang mau aku tanyain. Makasih buat waktunya ya.

(‘I think that all that I want to ask about. Thanks for the time.’)

S1 & S2 : ‘Iya, Mba. Sama – sama.
(‘You’re welcome, Miss.’)

Meeting 1 of Cycle 1

No : 02

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, January 24th, 2014

Time : 08.45

Place : Classroom

R : ‘Selamat pagi, dik.
(‘Good morning.’)

S1 & S2 : ‘Pagi Miss.’
(‘Good morning, Miss.’)

R : ‘Tadi bagaimana pembelajaran Bahasa Inggrisnya menurut Adik?’
(‘What do you think about the teaching and learning process this morning?’)

S1 : ‘Yah, lebih menyenangkan.’
(‘I think it is more fun.’)

S2 : ‘Iya, berbeda dari hari – hari biasa.’
(‘That was different from the common lesson.’)

R : ‘Beneran?’
(‘Really?’)

- S2 : 'Serius.'
('Seriously')
- S1 : 'Kalo hari – hari biasa tuh...'
('At the usual day that...')
- S2 : 'Cuma nyatet – nyatet dan nyatet. Hehe.'
('Just write over and over.')
- R : 'Oh ya?'
('Really?')
- S1 & S2 : '(Mengangguk)
(Nodding)
- R : 'Terus tadi kan disuruh mencocokkan gambar gambar suatu cerita dengan paragraf acak, menurut kalian gimana?'
('Next, you were asked to match some pictures with some jumbled-paragraphs. What do you think?')
- S2 : 'Lumayan sih, lumayan gampang dan menyenangkan.'
('Not bad. That's easy and fun.')
- S1 : 'Tadi kan juga ada gambarnya jadinya buat nyusun paragrafnya sangat membantu.'
('There were some pictures that made easier to arrange the paragraphs.')
- R : 'Oh gitu. Em, tadi saat saya menjelaskan bagaimana? Apa udah cukup jelas apa kecepeten apa gimana?'
('Alright, um, what was about my explanation? Was that clear enough? Or was that to fast?')
- S1 : 'Enggak sih Miss, udah cukup jelas.'
('I don't think so. I think that was clear enough.')
- R : 'Mmm, terus ada kritik apa saran gitu buat saya untuk ke depannya?'
('Um, so, is there any critic or suggestion for me for the next performances?')
- S1 : 'Tadi tuh masih keliatan grogi ya, Mba?'

- (‘You looked nervous.’)
- R : ‘Hehehee.. Iya dik, mungkin masih perlu penyesuaian karena kan baru pertama kali masuk kelas kalian buat ngajar.’
(‘Yes, I did. I think I need some adaptation because I just came to the class for the first time to teach you.’)
- S1 : ‘Nggak papa Miss, santai aja. Hehe.’
(‘That’s okay, Miss. Just be relaxed.’)
- R : ‘Iya, mungkin buat pertemuan berikutnya ya. Terus ada komen lain ga?’
(‘Yes, I’ll be in the next meeting. Any other comments?’)
- S1 : ‘Ngga sih Miss, itu aja.’
(‘No, Miss. That’s all.’)
- R : ‘Oke kalo gitu. Makasih buat waktunya ya. Good luck buat pelajaran berikutnya.’
(‘Okay, then. Thanks for the time. Good luck for the next class.’)
- S1 & S2 : ‘Iya Miss, sama – sama.’
(‘You’re welcome’)

Meeting 2 of Cycle 1

- No : 03
- Interviewer : Researcher (R)
- Interviewee : Students (S)
- Date : Friday, January 31st, 2014
- Time : 08.45
- Place : Classroom

- R : ‘Gimana tadi dek, pelajarannya menurut kalian?’
(‘What do you think about today’s lesson?’)
- S : ‘Bagus sih, Mba.’
(‘That was good, Miss.’)

- R : 'Ada kritikan ga?'
(‘Is there any critic?’)
- S : 'Kalo aku sih ya, Mba ngga ada. Udah bagus, Mbanya.'
(‘No, Miss. You are good.’)
- R : 'Terus tadi kan ada gambar-gambar buat kalian nyusun teks, nah menurut kalian membantu kalian buat nulis ga?'
(‘There were some pictures for you to arrange, so did they help you to write?’)
- S : 'Membantu soalnya kalo ngga ada gambarnya kan ngga tau alurnya. Nah kalo ada gambarnya tuh kan bisa tau alurnya kayak gimana.'
(‘That was very helpful. If there were no pictures we didn’t know the flow of the story. The pictures made me know the flow of the story.’)
- R : 'Og gitu ya? Trus berarti gambarnya bisa mbantu untuk kalian tau alurnya step by step gimana. Trus ada lagi?'
(‘Really? So, it means the pictures helped you to know the flow of the story step by step. Anything else?’)
- S : 'Ngga sih, Mba.'
(‘No, Miss.’)
- R : 'Tadi berarti mudeng pas aku njelasin?'
(‘Did my explanations clear?’)
- S : 'Kalo aku sih mudeng, Mba. Kalo temen-temen ga tau. Hehe.'
(‘That was clear for me. However, I don’t know for some else.’)
- R : 'Terus ada komen kritik atau saran? Jujur aja.'
(‘Any comment or critic? Be honest.’)
- S : 'Em, lebih tegas aja sama anak – anak yang kurang memperhatikan jadi ngga ngganggu yang lain gitu lho, Mba.'
(‘You have to just as strict with the students who do not pay attention to you so they would not bother anyone else.’)
- R : 'Oh gitu, oke deh. Udah gitu doang? Ada lagi?'
(‘Okay. Just that? Anything else?’)

- S : 'Ngga sih, Mba.'
(‘No, Miss.’)
- R : 'Oh iya dek, tadi kan kalian disuruh untuk bekerja dalam kelompok. Nah, menurut kalian gimana? Yang kamu rasain pas kerja kelompok gimana?'
(‘Well, you were asked to work in group in the teaching and learning process. So, what do you think? What do you feel while working in group?’)
- S : 'Menurutku sih kerja kelompoknya tadi enak – enak aja.'
(‘I think it’s just fun.’)
- R : 'Enaknya gimana?'
(‘What do you mean?’)
- S : 'Ya kan kalau kerja kelompok itu kerjanya lebih ringan. Terus bisa saling ngebantu satu sama lain. Bisa tanya – tanya ke yang lain kalo kita ngga mudeng gitu Miss.'
(‘Working in group makes the work become easier. Moreover, we can help each other. We may ask other friends when we don’t understand.’)
- S : 'Jadi menurut adek kerja kelompoknya bikin pelajarannya menyenangkan ngga?'
(‘So, do you think the group activity made the teaching and learning process fun?’)
- R : 'Iya, Miss. Menyenangkan pelajarannya.'
(‘Yes, it can, Miss.’)
- R : 'Oke deh. Makasih ya. Selamat belajar lagi.'
(‘Okay. Thank you.’)
- S : 'Iya, Mba sama – sama.'
(‘You are welcome.’)

Meeting 3 of Cycle 1

No : 04

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, February 7th, 2014

Time : 08.45

Place : Teachers' Office

R : 'Hai dek. Mau tanya – tanya ke kalian. Kan selama ini udah berapa pertemuan sama saya kan? Terus menurut kalian gimana?'

('Hi. I want to ask you. We already had some meetings, right? What do you think?')

S : 'Seneng to, Mba. Menyenangkan.'

('I'm happy. That was fun.')

R : 'Terus?'

('And then?')

S : 'Beneran.'

('Sure.')

R : 'Beneran? Trus? Pendapat kalian gimana gitu?'

('Really? Then? What do you think?')

S : 'Ini direkam?'

('It is being recorded?')

R : 'Iya, direkam.'

('Yes, it is.')

S : 'Waduh.'

('Ouch.')

R : 'Begini dek, tadi menurut kalian pelajarannya gimana?'

('What do you think about today's lesson?')

S : 'Menyenangkan, Miss.'

('It's fun.')

- R : 'Tadi pas disuruh mencari kata – kata yang mungkin muncul di gambar gimana?'
(‘What do you think when you were asked to find words related to the pictures?’)
- S : 'Emm, kan tadi kerja kelompok jadinya ya ga susah – susah amat, Miss.'
(‘We did that in group. I think that was not really difficult.’)
- R : 'Oh gitu. Jadi lewat game tadi kosa kata kalian jadi bertambah ga?'
(‘Well, by doing the game, do you think your vocabulary mastery improved?’)
- S : 'Ya iya lah, Miss. Kan tadi kita disuruh nulis masing – masing kelompok gitu to, Miss. Terus disuruh nyatet di buku. Kan bermanfaat banget itu. Hehe.'
(‘Of course, Miss. Every group was asked to write. Then, we were asked to write the words on book. That was very useful.’)
- R : 'Selanjutnya, pas terakhir tadi kalian disuruh nulis cerita ‘The Shoe Maker and the Elves’ berdasarkan rangkaian gambar menurut kalian gimana?'
(‘Next, what do you think when at the end of the lesson you were asked to write a story entitle ‘The Shoe Maker and the Elves’ based on the picture series provided?’)
- S : 'Ngga terlalu susah sih menurutku. Kan ada klu dari gambar – gambarnya trus tadi kita udah disuruh nulis kata – kata yang, em apa itu?'
(‘I think that was not really difficult because there were some clues from the pictures. Moreover, we were asked to write some words..., what was that?’)
- R : 'Yang berhubungan dengan gambar?'
(‘Related to the pictures?’)
- S : 'Iya, Miss. Nah kan jadinya lebih mudah. Lumayan lah, Miss. Hehe.'
(‘Yes, Miss. That made it easier.’)

- R : 'Oh iya, selama pertemuan kita selama empat, eh tiga pertemuan, secara keseluruhan gimana?'
(‘What do you think about our four meetings, I mean three meetings?’)
- S : 'Seneng – seneng aja sih, Mba.'
(‘That’s just fun, Miss.’)
- R : 'Terus kekurangannya atau kelebihanannya mungkin gimana menurutmu?'
(‘What do you think about the lack and the strength?’)
- S : 'Kekurangannya itu lho, Mba ngerjain terus. Jadi capek. Hehe
(‘The lack is we have to do tasks a lot of time. So we were tired. Hehe.’)
- S : 'Mbok permainan gitu, Mba.'
(‘I want games, Miss.’)
- R : 'Oh gitu. Terus menurut kalian menulis itu susah ngga. Dibandingkan sama pas kalian pretest itu kan kalian..., gimana maksudnya perbandingannya?'
(‘Well, compared with the pre-test, do you think writing difficult or not?’)
- S : 'Lumayan banyak peningkatan lah, Miss. Sekarang udah lumayan lah buat nulis. Kan ada gambar – gambar yang menarik. Gambarnya tuh juga bisa mbantu pas ngejain gitu. Jadinya ya ga yang susah banget lah.'
(‘There are some improvements, Miss. It’s better for me in writing. There are interesting picture. The picture helped me in writing, so that’s not difficult in writing.’)
- R : 'Oh gitu. Jadi gambar – gambarnya ngebantu kalian pas nulis cerita ya?'
(‘So, the pictures helped you in writing, didn’t they?’)
- S : 'Iya Miss.
(‘Yes, Miss.’)

R : 'Selanjutnya ada kritik atau saran gitu?'
('Next, is there any a critic or comment?')

S : 'Ngga Miss. Sudah bagus.'
('No, Miss. That's good.')

R : 'Ok. Makasih ya.'
('Okay. Thank you.

S : 'Iya, Miss, sama – sama.'
('You are welcome, Miss.')

Meeting 1 of Cycle 2

No : 05

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, February 14th, 2014

Time : 08.45

Place : Classroom

R : 'Pagi dek.'
('Morning.')

S : 'Pagi Miss.'
('Morning, Miss.')

R : 'Mau tanya – tanya bentar ya.'
('May I have some questions?')

S : 'Iya, Miss.'
('Yes, Miss.')

R : 'Tadi menurut kamu pelajarannya gimana?'
('What do you think about today's meeting?')

S : 'Mmm, biasa sih Miss. Maksudnya ya bagus lah.'
('That was good, Miss.')

R : 'Tadi aku neranginnya gimana?'
('What do you think about my explanation?')

- S : 'Mudengin sih Miss. Bagus lah pokoknya. Hehe.'
(‘That was clear. That was good.’)
- R : 'Syukurlah kalo gitu. Hehe.. eh iya, tadi tuh kan ada game, gimana menurutmu?'
(‘What do you think about the game?’)
- S : 'Bagus tuh Miss, bisa jadi selingan dari pada nulis nulis terus hehe.'
Tapi tadi itu apa ya, em, gamenya juga bagus soalnya ternyata kata – kata yang dicari itu ternyata dipake di teks yang itu apa yang teks Miss kasih tadi lho.'
(‘That was good. The words we searched supposed in the text entitle... what’s that?’)
- R : 'Yang crying stone maksudnya.
(‘Do you mean ‘Crying Stone’?’)
- S : 'Iya. Itu lah. Hehe.'
(‘Yes.’)
- R : 'Jadi aktifitas hari ini gimana?'
(‘So, what do you think about today’s activities?’)
- S : 'Menyenangkan Miss kalo menurutku.'
(‘I think that was fun.’)
- R : 'Oke deh. Makasih mau diwawancara ya. Hehe
(‘Okay. Thank you for being willing to be interviewed.’)
- S : 'Iya, Miss, sama – sama.
(‘You are welcome, Miss.’)

Meeting 2 of Cycle 2

No : 06

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, February 28th, 2014

Time : 08.45

Place : Class VIII A

S : 'Gini dek, aku mau tanya gimana tadi pelajarannya?

(‘Well, I want to ask you about the lesson.’)

R : 'Kalo menurutku tuh enak aja aja, Mba. Apalagi kalo disuruh buat cerita tapi ada klunya itu mbantu banget.'

(‘I think that just fine. When we had to write a story with provided clues, the clues were so helpful.’)

R : 'Berarti kalo disuruh nulis dengan disediain gambar sama klu itu lebih membantu kamu pas nulis gitu?'

(‘It means the pictures helped you more in writing a text?’)

S : 'Iya, kalo pake gambar sama klu itu mbantu banget. Daripada disuruh nulis cerita tapi gak tau alurnya gimana.'

(‘Yes. The pictures and clues were very helpful. It’s better that we had to write a story but we don’t know the flows of the story.’)

R : 'Trus, tadi masih ada kekurangannya apa?'

(‘Next, is there any lack of me?’)

S : 'Nggak ada sih, kalo menurut aku. Hehe.'

(‘I don’t think so.’)

R : 'Oke deh. Makasih ya.'

(‘Okay. Thanks.’)

S : 'Sama – sama.'

(‘You are welcome.’)

Post test

No : 07

Interviewer : Researcher (R)

Interviewee : Students (S)

Date : Friday, March 7th, 2014

Time : 08.45

Place : Class VIII A

R : 'Maaf ya dek, mau tanya – tanya bentar.

('Excuss me, I want to ask you for awhile.')

S : 'Iya, Miss. Sante, lho. Hehe.'

('That's okay, Miss.')

R : 'Oke deh. Gini, kan aku disini udah berapa lama ya? Em, ada 7 pertemuan keseluruhan kan ya?. Nah menurut adek tuh gimana selama aku ngajar keseluruhan?'

('Well, how long have been I here? There are 7 meetings, aren't they? So, what do you think about my whole explanations?')

S : 'Bagus sih, Mba. Sebenarnya tuh lebih menyenangkan,Mbanya daripada mam Diah.'

('That was good, Miss. To be honest, I think that was more fun compared with Ms. Diah class.')

R : 'Ah masa?'

('Really?')

S : 'Iya , tapi kok ya nulis terus itu loh Miss.'

('Of course. Why had we to keep writing again and again?')

R : 'Ya kan saya di sini lagi melakukan research buat skipsi saya. Nah tujuan research saya kan untuk meningkatkan writing kalian. Jadinya ya kegiatan kalian banyak nulisnya deh.'

('I'm here to do research for my thesis. The aim of the research is to improve your writing. That's why you have to write for many times.')

- S : 'Oh gitu to, Miss.'
(‘Is that so, Miss?’)
- R : 'Iya, terus gimana masukan atau kritik buat aku pas ngajar?'
(‘Of course. Is there any a suggestion or critic for me?’)
- S : 'Ngga ada sih, Miss. Cuma itu aja masalah nulis cerita terus itu loh. Hehe.'
(‘No, Miss. That just about we have to write again and again.’)
- R : 'Hehe, iya sih kalian emang dituntut buat nulis cerita banyak. Nah gini kan aku kalo nyuruh kalian nulis itu, em, kalian aku suruh eh aku kasih rangkaian gambar. Nah menurut kamu itu bagaimana?'
(‘Indeed, you have to write a lot of stories. Anyway, I gave you some picture series. What do you think?’)
- S : 'Bagus sih, Miss, gambarnya juga bagus – bagus. Hehe. Selain itu juga bisa bantu pas nulis itu loh. Kan jadinya lebih gampang.'
(‘That was good, Miss. The pictures were interesting. Furthermore, that was very helpful in writing. That made writing easier.’)
- R : 'Oh gitu. Em, eh iya, kalo menurut kamu tulisanmu dibandingin awal pertemuan sampai sekarang ada peningkatan ngga?'
(‘Well, what do you thing about comparison of your writing from the beginning of our meeting until now? Is there any improvement?’)
- S : 'Em, kayaknya sih menurut aku ya, Mba, ada lah, Mba. Kan pas awal itu aku aja pas tes pertama itu bingung mau nulis apa soalnya ga ada gambaran cerita. Sekarang lumayan lah. Kan juga kemarin dikasih tau kesalahan – kesalahan kita kan. Jadinya ya tau yang salah gitu Miss.'
(‘I think there are some improvements. At the beginning of the test I was confused what I should write because there is no picture in my mind about the story. Now, it is better. We also were told about our common mistakes in writing. That’s why we know the mistakes.’)
- R : 'Oke deh. Kalo gitu makasih ya.'
(‘Okay, thanks.’)

S : 'Sama – sama, Miss.'
(‘You’re welcome, Miss.’)

TEACHER’S INTERVIEW TRANSCRIPTS

Preliminary Interview

No : 08

Interviewer : Researcher (R)

Interviewee : English Teacher (ET)

Date : Friday, November 11th, 2013

Time : 08.45

Place : Teachers’ Office

R : 'Pagi, Bu. Saya Mufit mahasiswa jurusan pendidikan Bahasa Inggris, UNY.'

(‘Good morning, Mam. I’m Mufit, a student of English Education Department, UNY.’)

ET : 'Oh iya. Bagaimana,Mba?'

(‘Alright, what can I do for you?’)

R : 'Bagini, Bu, saya berniat untuk melakukan penelitian di kelas Ibu.'

(‘Well, I am going to do a research in your class.’)

ET : 'Oh ya. Tadi udah ketemu Ibu kepala sekolah?'

(‘Alright. Have you met the head master?’)

R : 'Iya, Bu, sudah. Tadi saya sudah menemui beliau dan Ibu Wiwik.'

(‘Yes, I did. I met the head master and Ibu Wiwik.’)

ET : 'Ini untuk penelitian skripsi?'

(‘Is this for your thesis?’)

R : 'Iya, Bu. Untuk hari ini saya mau minta ijin untuk observasi kelas dulu untuk menyusun proposal dulu. Nah nanti mungkin sekitar bulan Januari saya baru melakukan penelitiannya.'

- (‘Yes, Mam. Today I want to ask perMission for doing class observation to make the proposal. I will do the research in January.’)
- ET : ‘Oh ya ga papa. Ini rencananya kapan observasinya?’
(‘That’s okay. When will you do the observation?’)
- R : ‘Kalo bisa minggu ini, Bu.’
(‘Is it possible to do that this week?’)
- ET : ‘Ya udah kalo gitu besok Jumat aja kelas VIII A.’
(‘You can do that on Friday at class VIII A.’)
- R : ‘Jumat besok ya, Bu? Terus jam berapa ya, Bu?’
(‘This Friday, Mam? What time can I do that?’)
- ET : ‘Kalo kelas VIII A Jumat jam 7.’
(‘On Friday at 7 o’clock’)
- R : ‘Oh gitu? Baik, Bu. Kalo itu besok jumat saya ke sekolah lagi untuk melakukan observasi. Terima kasih, Bu.’
(‘Well, okay. I will go to the school on Friday to do the observation. Thank you.’)
- ET : ‘Iya,Mba. Sama-sama.’
(‘You’re welcome.’)

Preliminary Interview

- No : 09
- Interviewer : Researcher (R)
- Interviewee : English Teacher (ET)
- Date : Friday, November 15th, 2013
- Time : 09.30
- Place : Teachers’ Office

- ET : ‘Gimana, Mba?’
(‘What’s wrong?’)
- R : ‘Gini, Bu, saya mau wawancara Ibu sebentar.’
(‘I would like to have interview with you.’)

- ET : 'Oh iya, Mba.'
('Okay.')
- R : 'Mmm, menurut Ibu bagaimana kemampuan bahasa Inggris anak – anak kelas VIII A?'
('What do you think about students' ability in English?')
- ET : 'Menurut saya ya sudah cukup bagus. Tapi ya masih banyak yang harus ditingkatkan.'
('I think that's good enough. But, there are a lot of things to be improved.')
- R : 'Kalo dilihat dari keempat skillnya mereka gimana, Bu? Apakah sudah bagus apa gimana?'
('Are the four skills of English of the students good?')
- ET : 'Anak – anak itu sering susah kalo masalah listening. Terus readingnya juga. Terutama apa namanya, kalo baca itu kan banyak vocab yang mereka ga tau.'
('The students find difficulties in listening and in reading as well. They don't know the meaning of some words while reading.')
- R : 'Masalah writing skillnya gimana, Bu?'
('How about their writing skills?')
- ET : 'Masalah writing ya sama aja susahnya kalo mereka disuruh bikin text. Kan anak sering ngga bisa ngembangin karena keterbatasan vocab tadi, Mba.'
('The students feel difficult in creating a text because they have limited vocabularies.')
- R : 'Grammarnya gimana, Bu?'
('How about their grammar?')
- ET : 'Ya sudah cukup tapi masih perlu banyak lagi usaha untuk meningkatkannya.'
('That's good, but there're still need some improvement.')
- R : 'Kalau untuk teknik yang biasa Ibu pakai di kelas, biasanya pakai apa ya, Bu?.'

(‘What kind of technique that you use in the teaching and learning process?’)

ET : ‘Sebenarnya kan kalau di pelatihan kemarin itu kan kita (guru) disuruh pake Genre-based Approach yah, Mba. Cuma masih sering kesulitan itu loh, yang bener stepsnya seperti apa yang bener.’

(‘We (teachers) should use Genre-based Approach during the training, but we don’t know the right steps.’)

R : ‘Oh gitu, Bu. Terus biasanya untuk materinya biasanya Ibu ambil dari mana?’

(‘Alright. Then, where do you usually take the materials?’)

ET : ‘Dari mana aja, Mba. Dari buku paket, LKS.

(‘I took them from books and LKS.’)

R : ‘Oh gitu ya, Bu.’

(‘Oh, I see.’)

ET : ‘Iya.’

(‘Yes.’)

R : ‘Ya sudah, Bu. Sepertinya untuk saat ini sudah cukup.’

(‘I think that’s all for now.’)

ET : ‘Iya, Mba.’

(‘Okay.’)

R : ‘Sekali lagi, terima kasih waktunya, Bu. Nanti saya kembali ke sekolah untuk membicarakan actions yang selanjutnya.’

(‘Thank you, Mam. Next time, I will come back to the school to have discussions about the next actions.’)

ET : ‘Iya, Mba. Sama – sama.’

(‘Okay. You’re welcome.’)

Meeting 1 of Cycle 1

No : 10

Interviewer : Researcher (R)

Interviewee : English Teacher (ET)

Date : Friday, January 24th, 2014

Time : 09.10

Place : Teachers' Office

R : Pagi, Bu. Tadi gimana panampilan saya, Bu?
(‘Good morning, mam? What do you think about my performance?’)

ET : ‘Bagus. Lebih bagus dari saya malah.’
(‘That was good. You were better than me.’)

R : ‘Ah, masa, Bu. Hehe.’
(‘Really, mam?’)

ET : ‘Tadi bagus. Ini (observation checklist) dikumpulkan?’
(‘That was good. It is submitted?’)

R : ‘Iya, Bu.’
(‘Yes, Mam.’)

ET : ‘Hanya sedikit ada masukan. Tadi dari segi waktu ya. Kalo saya juga masih susah untuk appropriate. Tapi mungkin nanti bisa terus berusaha. Terus tadi yang ini (menunjuk input text) mungkin bisa dituliskan di papan tulis vocabulary yang berhubungan dengan text di papan tulis dituliskan karna tidak semua siswa tau soalnya meskipun mereka sudah bawa kamus tapi anak-anak tidak kreatif. Jadi harus disuruh. Jadi tolong itu. Terus jangan lupa, apa namanya, um, moral value.’

(‘There is just a little advise. About the time, I also have problem with the appropriateness of the time. Next time you have to keep trying. Then, you may have to write the difficult words that were in the text on the whiteboard. If you didn’t, no every student knew about the words because the students are not creative to find the

meaning of the words in the dictionary. And then, don't forget about the moral values.')

R : 'Oh iya, Bu.'

('Okay, Mam.')

ET : 'Karna apa namanya text berbentuk narrative itu moral valuenya kan harus di ini karna kalo di ujian nasional masih dipertanyakan. Ini menulis ya, Mba? Apa membaca?'

('That was because the moral values in a narrative text are being questioned in national examination. Is it writing or reading?')

R : 'Menulis, Bu. Tapi ini kan input text dulu, jadi untuk pertemuan sekarang memang fokusnya reading. Karna kan harus ada input text dulu kan, Bu, jadi siswa harus tau narrative text dulu itu bagaimana. Trus untuk pertemuan selanjutnya nanti baru writingnya.'

('Writing, Mam. This is as input text because the students should know about narrative text. Next meeting there will be writing.')

ET : 'Oh ya. Mungkin untuk yg ini mungkin njenengan bisa menuliskan vocabularinya terus anak – anak suruh nyari seperti itu bisa, Mba supaya mereka bisa aktif lagi. Terus ketika menjelaskan tentang generic structure sudah bagus, sudah rinci. Terus untuk yang language featuresnya past tensenya lebih diperjelas.'

('Alright, you may write the vocabularies then the students are asked to look for the meaning. Then, your explanation about generic structure was good and clear. You should make your explanation about past tense be clearer.')

R : 'Oh, okay, Mam.'

('Okay, Mam')

ET : 'Tadi kan ada text 'Cinderella'. Nah coba itu siswa diminta untuk cari verb ke 2 dari dari text kemudian diminta untuk ditandai. Karena tidak semua dari verb ini mereka tau artinya, kaya step mother tuh apa, kan seperti itu. Terus tadi yang task 1 tadi individu

ya? Kalo bisa task yg kedua yang latihan kedua itu dikerjakan kelompok.'

('There was a text entitled 'Cinderella', wasn't it? It's better to ask the students to look for the past form of the verbs in the text then they had to mark them because not all of the students know the meaning of the words for example the meaning of step mother. Next, the task 1 was individual work, wasn't it? If it is possible, the task 2 was done in groups.')

R : 'Oh gitu, mungkin karna saya lupa kalo sebenarnya saya menyuruh siswa untuk berkelompok. Soalnya kan kalo yang task 1 itu in pairs terus yg ke dua boleh berkelompok boleh in pairs. Memang saya lupa untuk me, apa menyuruh siswa untuk berkelompok.'

('Alright, I think I forgot to ask them work in groups. Task 1 should be done in pairs and task 2 should be done in pairs or in groups. I forgot to tell the students to work in groups.')

ET : 'Iya, masalahnya kalo tadi individual waktunya, Mba kan memang ada beberapa anak yang memang lemah ketika mereka em mencoba untuk menyusun itu tapi kan kalo berkelompok kan bisa istilahnya mereka bisa bekerja cepat. Nah mungkin untuk task yang ketiga disiapkan lagi yang teks yang berbeda kalo waktunya tidak cukup bisa dikerjakan di rumah. Itu aja sih, Mba kalo saya. Udah bagus.'

('If the students were asked to work individually that would be difficult because some of them had low ability to arrange the sentences. It would be faster for them to work if they did that in groups. You should prepare different text for task 3. If the time is not enough, the students may finish their works at home. I think that's all. You are good.')

R : 'Oh ya, Bu. Terima kasih masukannya.'

('Okay, Mam. Thank you for your suggestions.')

Meeting 2 of Cycle 1

No : 11

Interviewer : Researcher (R)

Interviewee : English Teacher (ET)

Date : Friday, January 31st, 2014

Time : 09.15

Place : Teachers' Office

ET : 'Udah bagus kok, Mba. Tapi memang ada beberapa koreksi sih. Kalo apa namanya, em, writing emang susah, Mba. Tadi kan apa namanya, dibagi teks dulu ya? Abis itu baru nulis kosa kata. Gimana kalo dibalik dulu? Kosa kata dulu terus langsung aja setelah ditulis semuanya langsung anak – anak ditanya artinya apa. Terus nanti nulisnya jangan di teksnya. Karna nanti ilang teksnya itu, Mba biasanya. Anak - anak nanti kalo nulis di lembaran biasanya cepet ilang.'

('Your performance was good. However, there were some corrections. Writing is difficult. You distributed the text first then you wrote the lists of vocabulary, didn't you? How about you give the vocabularies first? After that, the students are asked what the meanings of the words are. Moreover, don't write the vocabularies on the text because the texts usually are gone.')

R : 'Berarti mending di buku ya, Bu?'

('It is better to write on the book, isn't it?')

ET : 'Iya, di buku. Nah mungkin itu bisa menambah kosa kata mereka. Jadi nanti dibalik gitu ya, Mba. Jadi kosa kata dulu yang terkait dengan teks terus nanti ditanya satu per satu artinya apa. Terus setelah itu baru teksnya dibagiin. Terus disuruh baca. Karna waktunya terbatas, baca perorangnya dibatasi aja. Atau pas baca pertanyaan ini ga usah baca satu persatu ngga papa, Mba. Mereka sudah ngerti kok kalo menjawab pertanyaan seperti ini mereka

sudah tau. Jadi ngga usah dibaca satu per satu. Jadi misalkan mau mencari verbnya langsung saja mereka maju ke depan tolong tuliskan beserta verb 1 dan artinya apa. Seperti itu. Maju ke depan satu per satu atau tunjuk siapa. Kalo nunggu mereka rise your hand lama.'

('Yes, on the book. It can add the student's vocabularies. So, it's better to write the vocabularies related to the text then you ask the students about the meaning of the words. Because the limited time, I think there's no need to read one by one. They are already familiar with the kind of the questions. If you want to ask the students to find out the meaning of the words, just ask them to write the V1 and ask the meaning of the words. It will take a long time to wait the students rise their hands.')

R : 'Iya sih, Bu. Makanya saya kan tadi berusaha kasih reward. Karna kalo dibandingkan dengan pertemuan kemarin kan masih banyak yang diem trus saya berfikir bagaimana caranya agar anak – anak agar ikut antusias. Jadi ya udah dikasih reward aja nanti. Tadi kan sudah lumayan kan ya, Bu?'

('I think so, Mam. That's why I tried to give the students rewards. Compared with the previous meeting, today's meeting was better because in the previous meeting, the students were passive. That's why I found a way to make the students enthusiast. That was better, wasn't that, Mam?')

ET : 'Iya, bagus itu, Mba. Tadi ada apa namanya, istilahnya reward lah seperti itu. Memang kalo ngga dipancing seperti itu ini ngga, ngga...'

('Yes, that was good. If the students were not given reward like that, they did not...')

R : 'Mau'

('Want to.')

- ET : 'Iya, ngga aktif mereka. Seperti itu. Atau mungkin juga rewardnya dalam bentuk, apa, nilai misalkan, siapa yang nanti maju nanti dapet nilai plus. Seperti itu.'
(‘Yes, they were not active. The rewards might in the form of plus scores.’)
- R : 'Iya, Bu, soalnya saya, eee,'
(‘Okay, Mam.’)
- ET : 'Oh ya, tadi kalo bisa dikasih klu ya. Tadi njenengan sudah kasih klu satu ya, nah kalo bisa tiap gambar dikasih klu. Ini kan tahap awal. Kalo bisa dikasih klu. Nanti kalo tahap akhir ngga dikasih klu mungkin ga masalah. Jadi kalo menurut saya seperti itu.'
(‘It’s better if you gave clues (in writing a text). You already given a clue, it’s better if you give some clues on every picture. This is beginning step. But, at the final step, I think that’s okay if there is no clue.’)
- R : 'Iya, Bu, makasih saran dan kritiknya.'
(‘Okay, Mam. Thanks for the critics and suggestions.’)
- ET : 'Iya sama – sama, Mba.'
(‘You’re welcome.’)

Meeting 3 of Cycle 1

- No : 11
- Interviewer : Researcher (R)
- Interviewee : English Teacher (ET)
- Date : Friday, February 7th, 2014
- Time : 09.15
- Place : Teachers’ Office

- R : 'Bagaimana untuk hari ini, Bu?'
(What do you think about my performance today, Mam?)
- ET : 'Sangat bagus, Mba.'

(‘You did really good.’)

R : ‘Thanks, Mam. Bagaimana dengan penggunaan picture seriesnya, Bu?’

(‘What do you think about the implementation of the picture series?’)

ET : ‘Bagus kok, Mba. Apalagi tadi siswa disuruh brainstorm gambarnya. Terus tadi kan juga pada terlihat sangat antusias pas ngerjainnya.’

Meeting 1 of Cycle 2

No : 11

Interviewer : Researcher (R)

Interviewee : English Teacher (ET)

Date : Friday, February 14th, 2014

Time : 09.20

Place : Teachers’ Office

R : ‘Bagaimana menurut Ibu tentang pembelajaran hari ini?’

(‘What do you think about today’s lesson?’)

ET : ‘Bagus, Mba. Tadi pas itu gamenya sangat bagus. Selama proses pembelajaran siswanya jadi aktif. Semuanya bisa terlibat di proses belajarnya. Ini yang crossword puzzlenya juga sangat kreatif. Bisa jadi selingan anak biar nggak bosan. Jadi sesuatu yang baru buat anak.’

(‘That was good. The game was really good. The students were active in the teaching and learning process. All of the students were involved in the teaching and learning process. The crossword puzzle was also good. It could be an ice breaker so the students were not bored. It was something new for them.’)

R : ‘Iya, Bu.’

ET : 'Tapi mungkin hanya sedikit masukkan saja. Tadi kan pas ngasih koreksi hasil gamenya ke anak itu terlalu cepat jadi ada anak yang kurang nyimak aja. Tapi ya ngga papa.'
 ('There is a piece of advice. You were too fast in correcting the result of the game. Therefore, there were some students did not pay attention.')

R : 'Oh iya, Bu.'
 ('Yes, Mam.')

Post-test

No : 11
 Interviewer : Researcher (R)
 Interviewee : English Teacher (ET)
 Date : Thursday, March 7th, 2014
 Time : 08.40
 Place : Teachers' Office

R : 'Sejauh ini menurut Ibu bagaimana perkembangan anak?'
 ('What do you think about the students' improvement?')

ET : 'Alhamdulillah sejauh ini sudah ada perkembangan. Sejauh ini merupakan suatu pengalaman yang bagus buat anak dan perkembangannya juga bagus dalam hal menulis. Mudah-mudahan nanti semakin baik lagi.
 ('So far so good. It was a new experience for the students and the students' writing skill improved. Hopefully, it would be better.')

R : 'Saya kan selama ini menggunakan media picture series dalam mengajar writing, nah menurut Ibu bagaimana?'
 ('What do you think about the picture series that I used in teaching writing?')

- ET : 'Ya Alhamdulillah yah kan saya mencermati dari waktu ke waktu yang tadinya gambarnya tidak ada klunya lama kelamaan kan njenengan kasih klu. Bagus kalo menurut saya.'
- (‘I observed from the time to time. Previously, there were no clues on the pictures but then you gave some clues. I think that was good.’)
- R : 'Jadi ini bisa membantu anak-anak?'
- (‘So, did the pictures help the students?’)
- ET : 'Bisa untuk membantu anak-anak. Jadi tidak hanya berimajinasi saja tapi bisa lihat gambar.'
- (‘Yes, it did. They could not only imagine but also look at the pictures.’)
- R : 'Menurut Ibu aspek yang bisa terimprove dari penggunaan picture series apa saja?'
- (What are the aspects that you think can be improved by the use of picture series?)
- ET : 'Ya mungkin dari segi ininya, dari kosa kata anak – anak juga bisa bertambah. Terus dari segi structurenya juga bisa dan yang jelas dari skill writingnya jadi semakin baguslah. Anak-anak juga terlihat jadi lebih seneng dalam menulis.'
- (‘I think the students’ vocabulary and grammar mastery improved. The students’ writing skills improved. The students enjoy in writing.’)

APPENDIX G:
RUBRIC FOR
ASSESSING THE
STUDENTS' WRITING

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, nonsubstantive, not enough to evaluate
Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to average	17-14	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	9-7	Does not communicate, no organization, no enough to evaluate
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery,
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	10-5	Essentially translation, little knowledge of English

(Continued)

(Continued)

Aspects	Level	Score	Criteria
Mechanics	Excellent to very good	25-22	Exemplary Mechanics, may have minor errors in punctuation, capitalization, and spelling, need little or no editing
	Good to average	21-18	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair to poor	17-11	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability
	Very poor	10-5	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication

APPENDIX H: THE STUDENTS' WRITING SAMPLES

PRE-TEST

Name : Amanda Nancy Lenia

Student Number : 4 /empat

Write individually one of the following Indonesian legends or folktales. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Roro Jonggrang	Toba Lake	Timun Emas	Sangkuriang
Malin Kundang	Si Pitung	Jaka Tarub	Keong Emas
Lutung Kasarung	Bawang Merah Bawang Putih		

Keong Emas

Formerly, in rural district, ^{lives} ~~live~~ a widow in Dadapan. Every day ^{the} ~~a~~ widow ^{work} ~~work~~ to look for fire stick in dense jungle. One day, when a widow look ^{for} ~~for~~ fire stick in dense jungle ^{she met} ~~her to meet~~ a gold snail. This ~~a~~ gold snail ^{was} ~~was~~ brought to the home. A gold snail ^{her} ~~her~~ take care. ^{she took care} ~~she took care~~ the gold snail.

One day ^{was} ~~when~~ a widow ^{back} ~~back~~ to look for fire stick in dense jungle again to do as usually. While ^{the} ~~a~~ gold snail ^{to} ~~to~~ change ^{became} ~~became~~ ^{someone} ~~someone~~ Dewi Candra Kirana. Her help ^{usually} ~~usually~~ ^a ~~a~~ widow

The Sample of the Student's Writing in the Pre-test

Name : Amanda Nancy Lenia

Student Number : 4

The Shoemaker and The Elves

In a small house occupied a month ago, there lived a shoemaker and his wife. ~~Male it to his work~~ ^{The man was} making shoes ~~with~~ complete equipment very simple. ~~it~~ he made shoes. There ~~a~~ ^{were} a thread, needles, glue and other equipment.

Without their knowledge, the dwarf elves shoes ~~follow to helped~~ ^{to make} it even better. They ~~used~~ ^{used} magic ~~to~~ ^{to} cobble in the blink of an eye. They work together to help each other.

The next morning, the shoemaker ~~shoes~~ ^{sold} their work yesterday. The shoemaker and his wife ~~are~~ ^{are} eager to do business greater. The next day, the shoemaker ~~shop~~ ^{bought} items ~~that were~~ ^{that were} needed to make shoes more. However, because of the money also, he ~~can~~ ^{could} only buy materials for the three pairs of shoes. He ~~will~~ ^{would} start work tomorrow because he was tired.

The next day, the shoemaker ~~will~~ ^{will} start work. He was in Startle as materials equipment that he bought yesterday has become a very good shoe. But overnight it did not touch at all the material that he bought yesterday. After buying the material, he felt fatigue. Then he fell asleep. He was curious about the people who ~~made~~ ^{made} these shoes in such a way.

Until nightfall. He ~~has~~ ^{had} not been sleeping with his wife. He ~~wants~~ ^{wanted} to know ~~and want someone~~ who had helped him. When the elves did the same activities as the other day, the shoemaker and his wife saw. Be open secret all this time. It turns out that the elves who ~~helped~~ ^{helped} them.

After all the secrets uncovered, the elves told how they ~~can~~ ^{could} exist in the manufacture of shoes. After all the problems resolved in release elves live.

The Sample of the Student's Writing in Cycle 1

Name : Amanda Nancy Lenia
 Student Number : 4

Timun Emas

Once upon a time, there lived a widow, her named was Mbok Rondo. ~~He~~^{She} had no children and had no husband. So ~~he~~^{she} lived alone.

Every day, ~~her~~^{the} widow went to jungle to look for firewoods.

~~The~~^{the} widow ~~felt~~^{felt} loneliness because ~~she~~^{she} had no children. Mbok Rondo ~~typed~~^{was} wanted to have a child. Her ~~moans~~^{moans} was heard a giant there lived in the wood. A giant came to her home. A giant gave cucumber seeds to her. Finally, Mbok Rondo and a giant ~~made~~^{made} agreement, "when the child was twelve years old should be handed over to him". After that, the giant be off.

Afterward, Mbok Rondo ~~plant~~^{planted} cucumber seeds in yard. Once month later, the plants grew and produce a big cucumber. Mbok Rondo surprised by the baby in the cucumber when the two sides. What a happy Mbok Rondo. The baby ~~to give~~^{she} named was Timun Emas. Her ~~to grow~~^{become} up the beautiful girl. They lived happily. Until finally, the giant came ~~wants~~^{wanted} to keep his promise and took her. Arrival was made Mbok Rondo anxious. With their tricks, her managed to make it went away and would come back three years later.

~~Three~~^{Three} years later, the giant came ~~want~~^{wanted} to take her. Mbok Rondo back again with their tricks, ~~her~~^{she} managed to make it went away and would come back three years later. Finally, three years later a giant came again. A giant do not want to fool ~~again~~^{again}. A giant ~~looked~~^{looked} for Timun Emas. In the home, Mbok Rondo gave for her a plastic bag ~~were~~^{that} cucumber seeds, needles, salt and "terasi". A giant force to take Timun Emas. Her was exertion ran away. Her to go into the wood and a giant to run after her. Reason the distance more near, ~~he~~^{she} spread cucumber seeds. As a giant ate all cucumbers, Timun Emas ran away. The distance more near again. Afterward, ~~she~~^{she} spread needles ~~and~~^{and} became brier. The brier that was hurt the giant. Timun Emas ran away. Her back spread salt, at the same moment the land became an ocean. Still a giant through easy. Timun Emas ran away. The distance more near. Her spread "terasi" this was last

magic formula ~~the~~^{the} grew it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. Finally, Timun Emas and Mbok Rondo lived happily.

The sample of the Student's Writing in Cycle 2

POST-TEST

Name : Amanda Nancy Lenia

Student Number : 04

Write individually one of the following stories. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Cinderella	The Little Red Ridding Hood	Rapunzel
The Ugly Duncking	Beauty and the Beast	Pinokio
Snow White	Goldilocks and the Three Bears	Aladin

Jasmine

Once upon a time there lived a little girl named Jasmine.
 She was princess in a castle. The princess liked to sing a song.
 One day, she was to walk market. In there the people thought she was
 crazy, because she wore with simple dress. This even could be said the simple dress
 no decent to wear. She still no responding. She fixe walk. Until finally, she met
 a handsome man and brave. He still the characteristic liked citizen. She was
 afraid because characteristic him. She tried run away. Until finally, she were
 no street out. Suddenly, a man ~~used~~ curious carpet. The man named Aladin.
 He brought Jasmine to use his curious carpet. From there, they wer fell in love.
 Aladin brought her from on top to look view. Aladin ~~see~~ off to her castle.
 Her mother to know back home. Her mother verry wicked. Her mother
 to key in the badroom. The princess run away together his.

The sample of the Student's Writing in the Post-test

PRE-TEST

Name : Laila Luthfiana

Student Number : 017

Write individually one of the following Indonesian legends or folktales. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Roro Jonggrang	Toba Lake	Timun Emas	Sangkuriang
Malin Kundang	Si Pitung	Jaka Tarub	Keong Emas
Lutung Kasarung	Bawang Merah Bawang Putih		

Bawang Merah Bawang Putih

→ once upon a time, lived a beautiful girl, her name ^{was} is Bawang Putih. She ~~was~~ very humbles with other people. She always helps people when the people in the trouble. She had good father. Someday her father married ~~with~~ a girl. The ~~girl~~ ^{woman} had a daughter. Her name ^{was} is Bawang Merah.

Bawang Merah and her mother ^{were} was very wicked with Bawang Putih. Someday Bawang Merah and her mother arranged a plan to ^{make} ~~made~~ their father die. When they ~~had~~ dinter, Bawang Merah and her mother mixed the wather of her father with poison. Just a minute their father was die.

After their father was die, Bawang Merah and her mother always ^{to do} ~~do~~ wicked with Bawang Putih. They ~~were~~ always to do it every day. Untill Someday Bawang Merah and her mother wanted to do wicked with Bawang Putih. They had wrong plan and they were had a accident and made they die.

The end

The Sample of the Student's Writing in the Pre-test

Name : Laila Luthfiana

Student Number : 017

The shoe Maker and the Elves

A long time ago, there were a shoe maker and his wife. They worked as a shoe maker. They lived in a small house and had a shoeshop. He was sew the shoe with needle and thread. They did their job with love.

One night ^{some} ~~an~~ elves came to their house. The elves helped their to finishing ^{making} ~~the~~ shoes without ^{the shoe maker} ~~they~~ knew. The elves made the shoes more better than before. The elves made the shoes more better with a new shoelace. The elves did this because they knew if the shoe maker couldn't ^{do} ~~did~~ this alone.

In the morning, the shoe maker and his wife ~~were~~ very surprised with a beautiful shoe in their house. The shoemaker and his wife ~~couldn't~~ ^{did not} ~~knew~~ ^{know} who ~~he~~ made the beautiful shoes. They sold the beautiful shoes in their shoeshop. A buyer ~~was~~ came ~~to~~ their shop and bought the beautiful shoes. The buyer gave a good comment to the shoes, because the shoes was very beautiful.

Someday the shoe maker and his wife tried to lay a thread, needle, and cloth on the table. They wish, they wanted to ~~knew~~ ^{know} who ~~he~~ made ~~a~~ beautiful shoes. Unbelievable, the thread, needle, and cloth change become ~~a~~ beautiful shoes.

At night, they found ^{some} ~~an~~ elves was made ~~a~~ shoes. They just stayed ~~at~~ behind the door and watched the elves untill finish their job. Now the shoemaker and his wife ~~were~~ knew who ~~he~~ made ^{the} ~~a~~ beautiful shoes.

They was very thankful to ^{the} ~~the~~ elves because helped ^{them} ~~their~~ to ^{make} ~~made~~ ~~a~~ beautiful shoes. And then they made a shoes to the elves and the elves left ^{them} ~~their~~ together. Finally, the shoemaker and his wife lived happily forever after.

Laila Luthfiana
017

Timun Emas

Once upon a time, there lived a widow, her name was Mbok Rondo. She lived alone in a wood. She did not have ~~x~~ children and husband. She took some firewoods every day.

Someday, Mbok Rondo wanted to have a child. She asked the giant to give her a baby. Finally, they made an agreement. The giant ~~give~~ gave cucumber seeds to Mbok Rondo to plant it in her house.

At home, Mbok Rondo tried to plant the cucumber seeds. She was very surprised, because the seeds were a baby.

Some years later, the baby grew up and became a beautiful girl. Her name was Timun Emas. Timun Emas lived happily with Mbok Rondo. Unfortunately, the giant wanted to take Timun Emas, but Mbok Rondo asked the giant to come back three years later. Mbok Rondo did it everytime when the giant came back.

When Timun Emas eighteen years old, Mbok Rondo gave her ~~x~~ cucumber seeds, 'Needles, Salt, and Terasi'. Mbok Rondo gave her it to protect her from the giant.

Three years later, the giant forced to take Timun Emas, but she ran away from the giant. Unbelievable, the giant chase Timun Emas. In a way, Timun Emas spread cucumber seeds to trick the giant. The giant eat all cucumbers. The giant realized if Timun Emas just wanted to trap him. She ran again. She was not surrender to trap the giant. She spread needles and became a brier. It was hurt the giant. The giant was not tired to chase Timun Emas. Timun Emas spread salt and became an ocean. It made the giant could not walk. After that, she spread 'Terasi' and became a swamp. It made the giant died.

Timun Emas safe from the giant. She came back at home and met Mbok Rondo. Finally, they lived happily ever after.

The Sample of the Student's Writing in Cycle 2

The Sample of the Student's Writing in the Post-test

PRE-TEST

Name : ANNISA FITRI NURLAILI

Student Number : 7

Write individually one of the following Indonesian legends or folktales. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Roro Jonggrang	Toba Lake	Timun Emas	Sangkuriang
Malin Kundang	Si Pitung	Jaka Tarub	Keong Emas
Lutung Kasarung	Bawang Merah Bawang Putih		

Malin Kundang

In ^a one of village, stayed person ~~he~~ named Malin. ^{He} She stayed with ^{his} ~~him~~ mother. They ~~were~~ stayed in hut. They lived ~~from~~ ⁱⁿ west sumatra. ~~He~~ ^{his} ~~not~~ had father. ~~His~~ ^{was a} father died when he baby, so they lived just both.

One day, Malin wished went to Jakarta. Because ~~he~~ ^{his} and ~~him~~ ^{his} mother poor lived. He want ^{ed to} ~~change~~ ^{change} ~~him~~ ^{his} destiny. When Malin arrived in Jakarta, he seeked a worked. After he ~~was~~ ^{was} rich, he ~~in~~ married. When ~~him~~ ^{his} mother came ~~met~~ ^{met} malin, malin not reminded him mother. But, that ~~just~~ ^{was} stage. Because he ~~ashamed~~ ^{was} with him mother.

Finally, ~~him~~ ^{his} mother ~~to~~ ^{to} curse malin become a stone which cried. And that cried making or became a sea.

The Sample of the Student's Writing in the Pre-test

Name : Annisa Fitri Nurlaili

Student Number : 7

The Shoe Maker and the Elves

One day, the shoe maker ~~while~~ ^{pair of} made a shoes. He made a ^{pair of} shoes in ~~his~~ ^{his} small house. He used ~~needle~~ ^{needle} to sew the shoe and ~~her~~ ^{thread}. His wife ~~looked~~ ^{ed} her husband, when her husband ~~making~~ ^{made} a shoe.

One night, the husband ~~was~~ ^{was} tired. ~~She~~ ^{his} He and ~~him~~ ^{his} wife ~~sleepy~~ ^{were}. The ~~elves~~ ^{finished to make} ~~finishing~~ ^{there were four elves} that shoe became better. ~~The~~ ^{elves} be a four. They ~~finishing~~ ^{use} with needle and shoelace. The elves arrived in ~~their~~ ^{were} home when they ~~sleeping~~ ^{were}.
the shoe maker's

One day, they ~~offers~~ ^{offered them the} ~~their~~ ^{his} shoe to other person. They ~~sell~~ ^{sold} ~~him~~ ^{his} shoe. And then, a buyer came to buy that shoe. That shoe ~~was~~ ^{wer} ~~color~~ ^{took care}. That husband and that wife always ~~to take~~ ^{took care} that shoes. That shoe ~~had~~ ^{red} a red and brown color. That shoe ~~was~~ ^{were} ~~put~~ ^{put} on the table. That shoe made from cloth.

Suddenly the elves came, they ~~finishing~~ ^{finished to make} that shoe. Using a scissors, thread, and cloth. ~~The~~ ^{his} shoe maker and ~~him~~ ^{his} wife started and they ~~watch~~ ^{saw} behind a door. There the shoe maker and ~~his~~ ^{his} wife saw the elves finishing that shoe.

Finally, they were lived very happily. Their shoes sold out all.

Name : Annisa Fitri Nurlaili
 Student Number : 7

Timun Emas

In a small village, there was a widow named Mbok Rondo. She lived alone. She did not ^{have} ~~had~~ a children and husband. Every day she always looked for a firewood in the forest.

One day, the widow wanted to had a child. She asked to grant that so she had a child. The widow and grant were made an agreement. If the child 12 years old, the grant ~~was~~ ate her child. The widow planted cucumber seeds. When ^{the} ~~of~~ cucumber ~~is~~ ^{grew} up, the widow was split the cucumber. She surprised, because the cucumber was fruitful a baby.

Next some year, the baby ~~grew~~ ^{grew} up became a beautiful girl. Mbok Rondo and the girl lived ^{happily} ~~happy~~. Suddenly, the giant came in Mbok Rondo's house. The giant wanted to take the girl, but Mbok Rondo ^{did} ~~do~~ not ^{allow} ~~permit~~ if the giant to take the girl. The giant would come back three years later.

The giant came and wanted to take the girl. But Mbok Rondo ~~do~~ not ~~permit~~ again. The giant would come back three years later. Mbok Rondo gave a cucumber seeds, Needles, salt, and "Terasi" to the girl. Three years later, the giant came and forced to take Timun Emas. Fastly, Timun Emas run away. When the giant chase Timun Emas, Timun Emas spread cucumber seeds. Then the giant eat all cucumbers. Timun Emas spread needles and the needles became brier. The needles hurt the giant. And then Timun Emas spread salt. The salt became an ocean. Timun Emas also spread "Terasi". And ~~the~~ "Terasi" became swamp. And then the giant died.

Finally, Timun Emas safe from the giant. She came back home. Timun Emas and Mbok Rondo ~~were~~ lived happily.

The Sample of the Student's Writing in Cycle 2

POST-TEST

Name : Annisa Fitri Nurlaili

Student Number : 7

Write individually one of the following stories. You may use a dictionary to help you.

No copying from your friends' works or other resources.

Cinderella	The Little Red Ridding Hood	Rapunzel
The Ugly Duncking	Beauty and the Beast	Pinokio
Snow White	Goldilocks and the Three Bears	Aladin

~~Cinderella~~ Rapunzel

Once upon a time, there were a married couple. The wife ^{was} pregnant. She wanted the husband ^{to} took plant in neighbour's garden. The neighbour ^{was} a witch. The witch angry, and she would ask the baby's married cuple when the baby born.

One years leter ^{was}, the baby ^{born}. The witch ~~take~~ the baby. The baby stayed in ^{the} witch's castle. The baby ^{had} a gold hair. Some years leter, she grew up became beutifull girl. During the girl grew up, she locked up in the her bed room. The long gold hair always brought fortune to the girl. The girl named Rapunzel.

One day, a prince came in the castle. He Could gave - ~~the~~ Rapunzel ^{brought} down her gold hair. The hair ^{was} very long and nice. The prince climbed the hair. When the prince arrived in Rapunzel's bed, Suddenly, the witch threw the prince to brier, And threw Rapunzel to desert.

Some years leter, they ^{met} ~~meeted~~. But the prince's eyes blind eyes. That because, has eyes were stebbed ~~thorn~~. They fall in love. Rapunzel ~~ery~~ cried and her ~~ery~~ ^{tear} to drop and felt in prince's eyes.

Finally, the prince could saw again. They were lived happily.

The Sample of the Student's Writing in the Post-test

APPENDIX I: THE STUDENTS' WRITING SCORES

THE STUDENTS' WRITING SCORES IN THE PRE-TEST

Rater : The Researcher

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	9	8	15	46
2	Adisty Ayu Amalia	23	21	20	18	82
3	Alfian Ikhsan R.S.	14	12	14	16	56
4	Amanda Nancy Lenia	18	13	14	16	61
5	Anindya Sulistyowati	15	7	6	14	42
6	Annisa Fitri Nurlaila	22	18	16	17	73
7	Annisa Fitri Nurlaili	21	17	16	16	70
8	Arifin Hidayat	19	13	13	16	61
9	Dila Ullistiya	23	20	17	18	78
10	Dimas Abimanyu	22	18	17	16	73
11	Dimas Hengky Pratama	14	9	9	14	46
12	Dito Ardian	15	14	15	15	59
13	Fathonah Lilien Nurdiana	14	6	6	15	41
14	Fatika Dewi Shafira	15	10	9	15	49
15	Galuh Herawati	17	13	12	16	58
16	Irvina Inki Kusumastuti	14	10	9	14	47
17	Laila Luthfiana	22	18	18	16	74
18	Luthfi Nanda Yudanta	16	8	13	15	52
19	Melati Sukma	14	8	9	15	46
20	Mufidda Hanum N	14	14	13	15	56
21	Muhammad Triyas	14	6	7	15	42
22	Rani Yulianti	14	14	13	15	56
23	Satria Mukti Wibowo	21	17	18	16	72
24	Shinta Agis Setyani	14	7	8	15	44
25	Sita Rahmawati	16	10	9	15	50
26	Syarif Hidayat	14	7	8	15	44
27	Ulul Archam N	17	14	17	15	63
Mean		16.89	12.33	12.37	15.48	57.07

C : Content
O : Organisation

V : Vocabulary
M : Mechanics

THE STUDENTS' WRITING SCORES IN THE PRE-TEST

Rater : The Collaborator

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	6	6	15	41
2	Adisty Ayu Amalia	24	20	19	18	81
3	Alfian Ikhsan R.S.	14	10	12	16	52
4	Amanda Nancy Lenia	17	12	13	16	58
5	Anindya Sulistyowati	16	6	6	15	43
6	Annisa Fitri Nurlaila	22	15	17	18	72
7	Annisa Fitri Nurlaili	21	16	13	16	66
8	Arifin Hidayat	18	12	11	16	57
9	Dila Ullistiya	23	19	18	17	77
10	Dimas Abimanyu	21	18	17	16	72
11	Dimas Hengky Pratama	15	11	10	16	52
12	Dito Ardian	17	13	16	16	62
13	Fathonah Lilien Nurdiana	16	6	7	14	43
14	Fatika Dewi Shafira	16	8	9	16	49
15	Galuh Herawati	18	11	13	14	56
16	Irvina Inki Kusumastuti	16	10	9	13	48
17	Laila Luthfiana	21	19	18	16	74
18	Luthfi Nanda Yudanta	14	11	15	15	55
19	Melati Sukma	16	10	10	16	52
20	Mufidda Hanum N	15	15	13	15	58
21	Muhammad Triyas	13	6	6	13	38
22	Rani Yulianti	15	11	13	15	54
23	Satria Mukti Wibowo	22	17	18	18	75
24	Shinta Agis Setyani	14	7	7	16	44
25	Sita Rahmawati	16	10	8	13	47
26	Syarif Hidayat	15	6	6	13	40
27	Ulul Archam N	17	15	18	16	66
Mean		17.26	11.85	12.15	15.48	56.74

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater : The Researcher

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	7	7	15	43
2	Adisty Ayu Amalia	16	17	18	18	69
3	Alfian Ikhsan R.S.	24	23	20	18	85
4	Amanda Nancy Lenia	26	17	17	18	78
5	Anindya Sulistyowati	17	12	13	18	60
6	Annisa Fitri Nurlaila	20	17	16	17	70
7	Annisa Fitri Nurlaili	22	17	17	18	74
8	Arifin Hidayat	23	19	18	18	78
9	Dila Ullistiya	27	22	22	19	90
10	Dimas Abimanyu	22	18	18	16	74
11	Dimas Hengky Pratama	16	13	11	17	57
12	Dito Ardian	27	23	18	17	85
13	Fathonah Lilien Nurdiana	23	12	13	17	65
14	Fatika Dewi Shafira	28	22	23	18	91
15	Galuh Herawati	27	23	23	18	91
16	Irvina Inki Kusumastuti	16	10	9	15	50
17	Laila Luthfiana	27	22	21	18	88
18	Luthfi Nanda Yudanta	23	17	18	17	75
19	Melati Sukma	27	23	22	18	90
20	Mufidda Hanum N	17	15	14	16	62
21	Muhammad Triyas	14	8	9	15	46
22	Rani Yulianti	21	11	13	17	62
23	Satria Mukti Wibowo	23	16	17	17	73
24	Shinta Agis Setyani	14	7	8	15	44
25	Sita Rahmawati	23	17	17	18	75
26	Syarif Hidayat	18	8	9	15	50
27	Ulul Archam N	21	17	16	17	71
Mean		21.33	16.04	15.81	17.04	70.22

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater : The Collaborator

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	6	6	15	41
2	Adisty Ayu Amalia	16	18	19	18	71
3	Alfian Ikhsan R.S.	24	23	20	18	85
4	Amanda Nancy Lenia	24	18	18	18	78
5	Anindya Sulistyowati	17	11	10	18	56
6	Annisa Fitri Nurlaila	17	15	15	18	65
7	Annisa Fitri Nurlaili	22	17	18	18	75
8	Arifin Hidayat	23	20	20	17	80
9	Dila Ullistiya	27	22	22	18	89
10	Dimas Abimanyu	21	18	17	16	72
11	Dimas Hengky Pratama	15	11	10	16	52
12	Dito Ardian	28	22	18	18	86
13	Fathonah Lilien Nurdiana	21	11	11	18	61
14	Fatika Dewi Shafira	28	23	23	19	93
15	Galuh Herawati	28	24	24	19	95
16	Irvina Inki Kusumastuti	17	10	9	13	49
17	Laila Luthfiana	27	21	21	18	87
18	Luthfi Nanda Yudanta	23	18	18	17	76
19	Melati Sukma	28	24	24	19	95
20	Mufidda Hanum N	15	15	13	15	58
21	Muhammad Triyas	13	6	6	13	38
22	Rani Yulianti	22	12	13	17	64
23	Satria Mukti Wibowo	22	17	18	18	75
24	Shinta Agis Setyani	22	20	18	16	76
25	Sita Rahmawati	23	17	15	18	73
26	Syarif Hidayat	15	6	6	13	40
27	Ulul Archam N	23	18	18	18	77
Mean		21.30	16.41	15.93	17.00	70.63

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater : The Researcher

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	7	6	15	42
2	Adisty Ayu Amalia	27	22	22	19	90
3	Alfian Ikhsan R.S.	15	9	17	18	59
4	Amanda Nancy Lenia	27	22	22	18	89
5	Anindya Sulistyowati	27	20	18	19	84
6	Annisa Fitri Nurlaila	27	22	22	19	90
7	Annisa Fitri Nurlaili	27	23	22	19	91
8	Arifin Hidayat	27	23	23	19	92
9	Dila Ullistiya	28	24	23	19	94
10	Dimas Abimanyu	25	23	23	18	89
11	Dimas Hengky Pratama	15	12	11	16	54
12	Dito Ardian	25	23	23	18	89
13	Fathonah Lilien Nurdiana	25	21	18	18	82
14	Fatika Dewi Shafira	26	21	18	18	83
15	Galuh Herawati	27	23	22	19	91
16	Irvina Inki Kusumastuti	17	12	14	18	61
17	Laila Luthfiana	27	23	23	19	92
18	Luthfi Nanda Yudanta	25	23	23	18	89
19	Melati Sukma	28	24	24	19	95
20	Mufidda Hanum N	26	19	18	18	81
21	Muhammad Triyas	14	8	9	16	47
22	Rani Yulianti	26	20	18	18	82
23	Satria Mukti Wibowo	27	23	21	18	89
24	Shinta Agis Setyani	27	23	22	19	91
25	Sita Rahmawati	26	23	23	19	91
26	Syarif Hidayat	18	13	16	16	63
27	Ulul Archam N	26	21	20	18	85
Mean		24.04	19.52	19.30	18.07	80.93

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater : The Collaborator

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	14	6	6	15	41
2	Adisty Ayu Amalia	27	23	22	19	91
3	Alfian Ikhsan R.S.	14	10	18	18	60
4	Amanda Nancy Lenia	27	21	21	18	87
5	Anindya Sulistyowati	28	19	18	18	83
6	Annisa Fitri Nurlaila	27	21	21	18	87
7	Annisa Fitri Nurlaili	27	23	22	19	91
8	Arifin Hidayat	27	24	23	19	93
9	Dila Ullistiya	28	24	23	19	94
10	Dimas Abimanyu	24	21	22	19	86
11	Dimas Hengky Pratama	15	11	10	16	52
12	Dito Ardian	24	21	22	19	86
13	Fathonah Lilien Nurdiana	24	20	18	18	80
14	Fatika Dewi Shafira	25	20	18	18	81
15	Galuh Herawati	28	24	24	19	95
16	Irvina Inki Kusumastuti	17	14	13	18	62
17	Laila Luthfiana	27	23	22	19	91
18	Luthfi Nanda Yudanta	24	21	22	19	86
19	Melati Sukma	29	24	24	19	96
20	Mufidda Hanum N	25	19	18	17	79
21	Muhammad Triyas	14	7	8	15	44
22	Rani Yulianti	25	20	19	18	82
23	Satria Mukti Wibowo	27	24	22	18	91
24	Shinta Agis Setyani	28	23	22	18	91
25	Sita Rahmawati	26	22	21	18	87
26	Syarif Hidayat	17	11	13	15	56
27	Ulul Archam N	27	21	21	18	87
Mean		23,89	19,15	19,00	17,93	79,96

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN THE POST-TEST

Rater : The Researcher

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	18	16	21	18	73
2	Adisty Ayu Amalia	27	20	20	18	85
3	Alfian Ikhsan R.S.	27	23	23	19	92
4	Amanda Nancy Lenia	22	16	16	19	73
5	Anindya Sulistyowati	20	16	18	18	72
6	Annisa Fitri Nurlaila	27	22	22	18	89
7	Annisa Fitri Nurlaili	26	23	21	19	89
8	Arifin Hidayat	27	23	23	19	92
9	Dila Ullistiya	27	23	23	19	92
10	Dimas Abimanyu	27	23	24	19	93
11	Dimas Hengky Pratama	24	22	22	18	86
12	Dito Ardian	26	22	23	18	89
13	Fathonah Lilien Nurdiana	22	16	16	18	72
14	Fatika Dewi Shafira	25	22	23	19	89
15	Galuh Herawati	23	21	17	19	80
16	Irvina Inki Kusumastuti	19	16	16	18	69
17	Laila Luthfiana	27	22	22	19	90
18	Luthfi Nanda Yudanta	23	22	22	18	85
19	Melati Sukma	27	23	23	19	92
20	Mufidda Hanum N	25	24	24	19	92
21	Muhammad Triyas	23	21	22	18	84
22	Rani Yulianti	27	24	24	19	94
23	Satria Mukti Wibowo	21	17	17	18	73
24	Shinta Agis Setyani	25	23	22	19	89
25	Sita Rahmawati	24	21	17	19	81
26	Syarif Hidayat	27	23	23	18	91
27	Ulul Archam N	17	15	9	14	55
Mean		24.19	20.70	20.48	18.37	83.74

C : Content

V : Vocabulary

O : Organisation

M : Mechanics

THE STUDENTS' WRITING SCORES IN THE POST-TEST

Rater : The Collaborator

No.	Name	C	O	V	M	Total Score
1	Abdurrahman Wahid	17	17	20	18	72
2	Adisty Ayu Amalia	26	21	21	18	86
3	Alfian Ikhsan R.S.	28	24	24	19	95
4	Amanda Nancy Lenia	20	16	16	18	70
5	Anindya Sulistyowati	17	14	14	17	62
6	Annisa Fitri Nurlaila	26	21	21	18	86
7	Annisa Fitri Nurlaili	25	22	21	19	87
8	Arifin Hidayat	27	24	24	19	94
9	Dila Ullistiya	26	23	23	19	91
10	Dimas Abimanyu	28	24	24	19	95
11	Dimas Hengky Pratama	23	22	23	19	87
12	Dito Ardian	27	23	24	19	93
13	Fathonah Lilien Nurdiana	24	15	15	17	71
14	Fatika Dewi Shafira	25	21	24	19	89
15	Galuh Herawati	23	21	19	18	81
16	Irvina Inki Kusumastuti	17	15	15	18	65
17	Laila Luthfiana	26	22	22	19	89
18	Luthfi Nanda Yudanta	24	21	21	18	84
19	Melati Sukma	27	24	24	19	94
20	Mufidda Hanum N	25	23	23	19	90
21	Muhammad Triyas	23	22	23	18	86
22	Rani Yulianti	28	24	24	19	95
23	Satria Mukti Wibowo	22	17	18	18	75
24	Shinta Agis Setyani	25	23	23	19	90
25	Sita Rahmawati	23	20	17	18	78
26	Syarif Hidayat	28	24	24	19	95
27	Ulul Archam N	17	14	9	14	54
Mean		23.96	20.63	20.59	18.30	83.48

C : Content

O : Organisation

V : Vocabulary

M : Mechanics

APPENDIX J: ATTENDANCE LIST

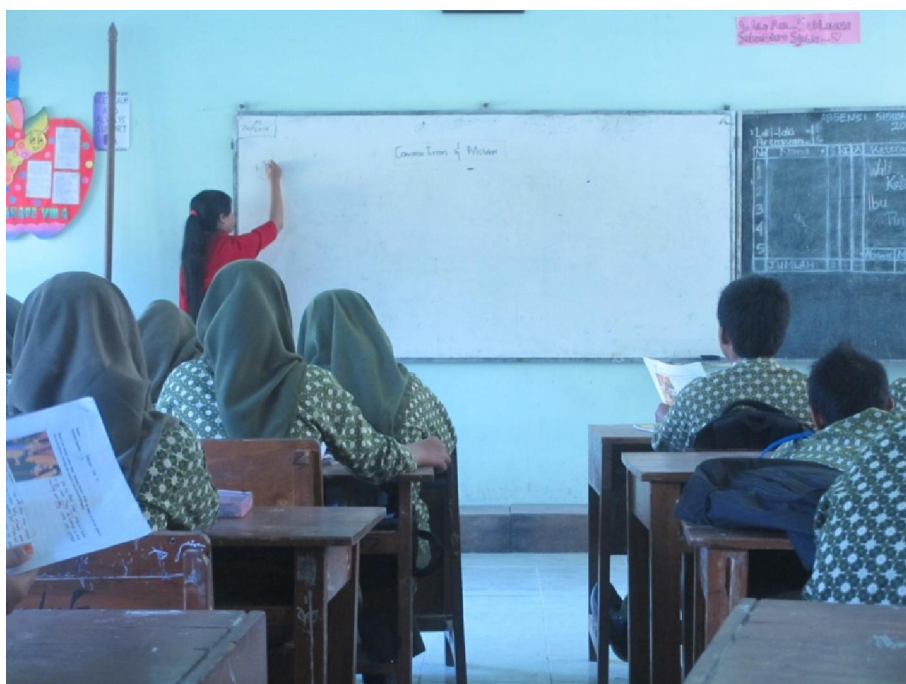
ATTENDANCE LIST

No.	Name	L/P	23 Jan	24 Jan	31 Jan	07 Feb	14 Feb	28 Feb	07 Mar
1	Abdurrahman Wahid	L	Ü	Ü	Ü	Ü	Ü	Ü	Ü
2	Adisty Ayu Amalia	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
3	Alfian Ikhsan R.S.	L	Ü	S	Ü	Ü	Ü	Ü	Ü
4	Amanda Nancy L.	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
5	Anindya S	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
6	Annisa Fitri Nurlaila	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
7	Annisa Fitri Nurlaili	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
8	Arifin Hidayat	L	Ü	Ü	Ü	Ü	Ü	S	Ü
9	Dila Ullistiya	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
10	Dimas Abimanyu	L	Ü	Ü	Ü	Ü	Ü	I	Ü
11	Dimas Hengky P.	L	Ü	Ü	Ü	Ü	Ü	Ü	Ü
12	Dito Ardian	L	Ü	Ü	Ü	Ü	Ü	I	Ü
13	Fathonah Lilien N.	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
14	Rafika Dewi Shafira	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
15	Galuh Herawati	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
16	Irvina Inki K.	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
17	Laila Luthfiana	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
18	Luthfi Nanda Y.	L	Ü	Ü	Ü	Ü	Ü	I	Ü
19	Melati Sukma	P	Ü	Ü	I	Ü	Ü	Ü	Ü
20	Mufidda Hanum N	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
21	Muhammad Triyas	L	Ü	Ü	Ü	Ü	Ü	Ü	Ü
22	Rani Yulianti	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
23	Satria Mukti W.	L	Ü	Ü	Ü	Ü	Ü	Ü	Ü
24	Shinta Agis Setyani	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
25	Sita Rahmawati	P	Ü	Ü	Ü	Ü	Ü	Ü	Ü
26	Syarif Hidayat	L	Ü	Ü	Ü	Ü	Ü	Ü	Ü
27	Ulul Archam N	L	Ü	S	Ü	Ü	Ü	Ü	Ü

APPENDIX K: PHOTOGRAPHS



The Student did the task



The Researcher explained the materials



The researcher monitored the students



The students wrote a text based on picture series

APPENDIX L: LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0019m/UN.34.12/DT/I/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 Januari 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING PICTURE SERIES TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI I SEWON IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : DWI MUFIT WIJAYANTI
NIM : 10202244023
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari - Maret 2014
Lokasi Penelitian : SMP Negeri I Sewon

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri I Sewon



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/V/152/1/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0019M/UN.34.12/DT/I/2014**
Tanggal : **8 JANUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DWI MUFIT WIJAYANTI** NIP/NIM : **10202244023**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **USING PICTURE SERIES TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 1 SEWON IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **9 JANUARI 2014 s/d 9 APRIL 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **9 JANUARI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Sutrisnawati, SH

NIP. 19580120198503 2 003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0082 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/152 /1 /2014

Mengingat : Tanggal : 09 Januari 2014 Perihal : Ijin Penelitian

- a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
- b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
- c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama : **DWI MUFIT WIJAYANTI**
P. T / Alamat : **FBS, UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202244023**
Tema/Judul : **USING PICTURE SERIES TO IMPROVE THE WRITING SKILLS OF GRADE VIII STUDENTS OF SMP N 1 SEWON IN THE ACADEMIC YEAR OF 2013/2014**
Kegiatan :
Lokasi : **SMP N 1 SEWON**
Waktu : **13 Januari sd 09 April 2014**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 13 Januari 2014

A.n. Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubbid. Litbang


Heny Endrawati, S.P., M.P.
NIP: 197106081998032004

Tembusan disampaikan kepada Yth.

- 1 Bupati Bantul (sebagai laporan)
- 2 Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- 3 Ka. Dinas Pendidikan Dasar
- 4 Ka. UPT Pendidikan Kec. Sewon Bantul
- 5 Ka. SMP N 1 Sewon Bantul
- 6 Dekan FBS UNY
- 7 Yang Bersangkutan (Mahasiswa)